DOCUMENT RESUME

ED 354 184 SO 022 676

TITLE	Civics: Introduction and Levels 1-7.
INSTITUTION	Northwest Territories Dept. of Education, Yellowknife.
PUB DATE	78
NOTE	249p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC10 Plus Postage.
DESCRIPTORS	*Citizenship Education; *Civics; Curriculum Guides; Educational Objectives; Elementary Secondary Education; Foreign Countries; Instructional Materials; Social Studies; Student Educational Objectives
IDENTIFIERS	*Canada; *Northwest Territories

ABSTRACT

Divided into eight documents, an introduction and guides to the program for levels 1-7 (which corresponds to grades 4-10, respectively), this material makes up the civic education program for schools in the Northwest Territories (Canada). The introductory guide includes a statement of philosophy and goals, an overview of the program, considerations and goals for implementation, and the addresses of publishers and organizations that civics teachers may find useful. The focus of the activities found in each of the guides for levels 1-6 are the six themes: (1) a formal awareness of government, (2) simple forms of government, (3) the establishment and growth of Canada as a nation, (4) local government, (5) government of the Northwest Territories, and (6) government of Canada. Each of these guides features approximately 25 lessons, as well as lists of resources, core objectives, and supplementary objectives. The level 7 program asks students to carry out projects that involve the analysis of issues concerning the socio-political nature of Canada. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED354184

CIVICS

ɔility diversity freedon
nt constitution meetir
ce lobby commission
ament peoples resolut
ghtened town self-intє
nterests influence pat
ivision bill ordinance
rman secretary procec
lues morality institutic
ɹs majority minority ch
:cutive legislature legi
r judiciary responsible
rage no demonstratior
:ion ballot voter identit
nvestigation objectivit
r mandate suffrage al
onflict liberty traditior
minister commitment

iar
e enlighten
iple interes
o cer divisio oi
isdiction chairman secretar
ness issue values morality
ciety consensus majority mir
et taxes executive legis
ion power judiciar
ent leverage no
cti
in
er

ɛdom justice boundary
ɛeting trial negotiatior
sioner franchise priva
olution civil rights hu
-interest common goo
patronage nepotism
nce by-law law statute
ocedure minutes agen
tution citizen objectiv
y choice member plur
legislation public serv
sible government repre
ation plebiscite petitio
ɛntity competition autc
tivity territory life rebe
e alienation individua
ition symbol mayor c
ent debate decision di

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

INTRODUCTION

SO 022 676

NWT
EDUCATION
1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D. R.
CRANE
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

CIVIC EDUCATION

INTRODUCTION

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES

AN INTRODUCTION TO CIVIC EDUCATION FOR SCHOOLS IN THE NORTHWEST TERRITORIES

EDUCATION PROGRAMS AND EVALUATION DIVISION
DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1978

CONTENTS

- Letter from the Director
- Philosophy and Goals
- An Over-view
- Implementation
- Further Thoughts on Implementation
- Class Clubs
- Civics Kit — Inventory
- Useful Addresses
- Credits

SUPERINTENDENTS
PRINCIPALS
TEACHERS

CIVIC EDUCATION

At the request of the Territorial Council, the Executive Committee of the Government of the Northwest Territories directed the Department of Education to prepare a civic education program for schools in the Northwest Territories. That task was undertaken in the fall of 1977. The resulting program is outlined in the manuals which follow.

I ask Superintendents to ensure that this program is implemented, beginning in the first term of the 1978-79 school year.

Civic education is to be considered compulsory for each of grades four through ten. The time devoted to it will comprise approximately one-fifth to one-quarter of the time prescribed for Social Studies. What civic education amounts to in effect, then, is a compulsory unit in Social Studies.

I urge all superintendents, principals, and those teachers who are assigned to teach civics, to complete the reading of this introductory manual. It contains many thoughts and suggestions which are essential to a successful implementation of the program.

Preparation for effective citizenship is vital in a democratic society if that society is to remain vigorous and free. Yet citizenship education has for too long been neglected in our schools. This program, I believe, is a significant and worthwhile attempt to make amends for that neglect.

Apart from the teaching of civic education as a component of Social Studies, I must hasten to add here my belief that civic education in its broader sense should be an important concern of every teacher.

I wish you success in your endeavors.

Brian D. Lewis
Director
Department of Education

A STATEMENT OF PHILOSOPHY AND GOALS FOR THE NORTHWEST TERRITORIES CIVIC EDUCATION PROGRAM.

Our society proclaims the value of democracy as a method of social governance.

Under democracy it is regarded as fitting that each individual should feel free — in a paraphrase of Mill — "to pursue his own good in his own way". In this pursuit, acting in accordance with the social nature of man, individuals commonly establish government, both to protect their rights as individuals and to promote the common good. Rarely, however, are the resulting institutions, or the ongoing actions of individuals and governments, perfect embodiments of the democratic ideal.

To bring reality closer to the ideal, education of the young is required, first, to help them to discover where their own best interests lie, and second, to help them to acquire the power to realize those interests. Where this process relates to the question of government, it involves helping the young to understand the nature and purpose of government, acquainting them with the practices of government, making them aware of alternative forms of government, and developing in them the skills necessary to guide and check the power of government. Young men and women who lack this knowledge and these skills are doomed to second class citizenship. They remain passive objects — grist for the totalitarian mill — rather than becoming vital subjects in a democratic society, ever ready to assume greater responsibility for their own lives.

An effective civic program, then, must be something more complex than a mere apology for the political status quo. In its full scope it involves for students a transformation of knowledge into active power which will be of practical value to them in their pursuit of personal fulfillment.

Shaped by these thoughts, the civic program for schools in the Northwest Territories seeks the development of the good citizen in a democratic society.

1. The citizen understands and accepts the ultimate responsibility he has for shaping, directing and fulfilling his own life.
2. The citizen comprehends the essential harmonious relationship that exists between enlightened self-interest and the general interest of humanity.
3. The citizen appreciates that his rights are the rights of all.
4. The citizen grasps and acts on the principle of duty as well as right.

5. The citizen recognizes in democracy a valuable instrument for harmonizing the aspirations of others with his own, that is, for securing the common good.
6. The citizen respects and defends the essential principles of democracy.
7. The citizen appreciates the advantages of social cooperation, and in acting on this appreciation, recognizes the occasional need to set aside the attainment of certain values in order to attain others of greater worth.
8. The citizen investigates objectively and thoroughly before committing himself to belief or action.
9. The citizen appreciates those institutions which have served the common good, preserves and enhances them.
10. The citizen challenges and repudiates what is destructive of the common good.
11. The citizen initiates and promotes activity in favor of the common good;
12. In short, the citizen is thoughtful, informed and active; to enhance his own well being, he participates to the best of his ability in the process of social governance.

OVERVIEW OF THE NWT CIVIC EDUCATION PROGRAM

The Northwest Territories civic education program takes seriously the often repeated statement: "We want our kids to be able to think for themselves". It attempts to provide a worthwhile educational experience for students enrolled in it. Graduates from the program should display intellectual growth beyond the mere acquisition of knowledge.

It is recognized, though, that knowledge must precede any attempt at evaluation. Accordingly, studies have been graduated from Level One through Level Seven. The program begins by inculcating a formal awareness of government, moves to a relatively detailed study of the various levels of government in Canada, and concludes in the final year with an analysis of issues.

The focus of each year's studies is as follows:

Level One (Grade Four)

It was felt that the best place to begin a civic education program was to identify the need for government, and then formally to take note of its local presence.

This level deals with:

- a consideration of human needs
- collective satisfaction of needs
- the additional need for organization in collective action
- introduction of the concept of government as one form of social organization
- identification of government institutions and activities in the community
- introduction of the concept of collective responsibility in democratic government
- work on the concepts of authority and responsibility.

Level Two (Grade Five)

It was deemed best to begin the formal study of government by investigating simple forms of government. This consideration fortunately coincided with the need in a pluralistic society to inculcate in citizens an appreciation of the nature of people's differences and a respect for one anothers rights.

This level deals with:
- individual identity
- group identity
- the concept of peoples
- the pluralistic nature of Canadian society
- benefits and costs involved in diversity
- simple forms of government using native societies for illustration
- Canada as a nation; Canadians as a people

Level Three (Grade Six)

After looking at less complicated forms of government, it was thought that attention should next be turned to the kind of government that exists today. But before it could be studied in detail, students should have some knowledge of its historical development.

This level deals with:
- British colonies in North America
- Confederation
- the acquisition of new territories by the new government of Canada
- problems associated with native peoples becoming subject to Canadian government rule
- the expansion of provincial Canada to the present political boundaries
- work on the concepts of privacy and justice

Level Four (Grade Seven)

The students having now acquired a basic understanding of government in general, and the establishment of the Government of Canada in particular, attention is next turned to a more detailed study of government structure and purpose. It was thought best to begin with local government since that is closest to the experience of the children.

This level deals with:
- the legal basis of local government
- various levels of municipal government
- elections for local councils
- areas of local government jurisdiction
- relationship to the Territorial Government
- Justice of the Peace Courts
- influential community associations and quasi-government institutions
- work on the concepts of law and freedom

Level Five (Grade Eight)

Continuing the more detailed study, attention is now turned to the Territorial Government.

This level deals with:
- the legal basis of the Territorial Government
- the relationship of the Territorial Government to the Government of Canada
- the Territorial Council: its structure and functions
- elections for Council
- the duties of Councillors
- the role of the Commissioner
- the role of the Executive Committee
- the concept of responsible government, as exemplified in provincial governments
- the territorial judiciary
- influential societies and quasi-government institutions at the territorial level
- work on the nature of politics

Level Six (Grade Nine)

Detailed study continues, this time with a focus on the Federal Government.

This level deals with:

- the concept of sovereignty
- the concepts of representative and responsible government
- the federal Parliament
- elections to the House of Commons
- the party system
- the formation of a federal government
- bills and acts
- the cabinet in its executive role
- the public service
- taxation
- budgets
- the Supreme Court
- influential societies and quasi-government institutions at the federal level
- work on the concepts of freedom and enlightened self-interest

Level Seven (Grade Ten)

The focus here is an evaluation of the social and political nature of Canada, and an attempt to deepen the students' understanding both of democracy and of what it means to be a citizen in a democratic society.

This level deals with:

- the socio-political nature of Canada
- the nature of democracy, its strengths and weaknesses
- the concepts of authority, the common good, compromise, cooperation, duty, enlightened self-interest, equality, freedom, justice, loyalty, objectivity, participation, responsibility and rights
- Canadian-political issues, general
- Canadian unity issues
- native land claim issues

IMPLEMENTATION

1. Civic education is compulsory in grades four through ten.
2. The time allotted to civic education should be approximately one-fifth to one-quarter of the time prescribed for Social Studies.
3. Civic education lessons may be taught once each week, or blocked in some more convenient and effective organizational framework.
4. **Knowledge and skills designated as "core" must be considered compulsory.** Though everything else in the recommended program might be sacrificed, the teacher must ensure that by the end of the term his pupils are in possession of core knowledge and skills. The mastery of these should be sought in keeping with the spirit and intent of "General Goals of the Northwest Territories' Civic Education Program".
5. Considering point number four, it should be evident that everything in the civics program, except core objectives, may be considered optional. **Activities, materials and approaches are all non-prescriptive.** Hence, teachers may, if they wish:

  (a) combine two or more lessons
  (b) alter the order in which lessons are taught
  (c) delete lessons containing non-core objectives
  (d) use resources other than those which are listed
  (e) adopt a totally different approach to that suggested in each lesson. For example, a teacher might choose to pursue the objectives by conducting a series of projects or activities throughout the year, such as those suggested at the end of each manual.

6. Where structures, resources and methods other than those suggested are used, please inform:

   Schools Section
   Education Programs and Evaluation Division
   Department of Education
   Laing Building
   Yellowknife, N.W.T.
   X1A 2L9

   so that future revisions will result in a more effective program. Include essential details.
7. Letters of criticism or commendation concerning any aspect of the program are invited as well. Knowing the strengths and weaknesses of the program in operation will also help to ensure a successful revision when that is undertaken.
8. Teachers should attempt the level of studies designated for the grade they teach. Where, in the initial years of implementation, that is found to be impossible because of a lack of background, teachers are invited to select appropriate lessons from earlier levels. Mastery of the core learnings from those lessons selected will then apply. No teacher should adopt the attitude that "My students can't handle this material", and then abandon the teaching of civics altogether. Something of value can be achieved with every class. It is expected, of course, that in five or six years, such deviations will not be necessary.
9. In smaller schools where two or more grades are taught in one classroom, a system of rotation is recommended. If grades seven, eight and nine are combined, for instance, then Level Four should be taught in Year One to all three grades, Level Five in Year Two, and Level Six in Year Three. Following this procedure, it will still be necessary to "transplant" some lessons. For example, in Year Three when Level Six is being taught to grade sevens and eights (as well as nines), it will be necessary to replace certain Level Six lessons with others on topics such as the three functions of government, and "responsible" government, taken from Level Four and Five studies.
10. A fairly sophisticated level of knowledge in political science is required of those who will teach this civic education program. Further, because there is a progressive development of certain themes from year to year, it would be a distinct advantage for teachers at any given level to have a thorough knowledge of the scope and sequence of the entire program. Considering these two points, principals might wish to assign as much of the civic education program as possible to one or two teachers.
11. Teachers are urged to acquaint themselves with the entire civic education program before beginning to teach material at any particular level.

FURTHER THOUGHTS ON IMPLEMENTATION

Those who theorize about civic education for the modern school in a democratic society seem at bottom to agree on one thing: a civics program will not be successful unless it calls upon students to "practice democratic procedures and thus learn their value through actual experience". ("A Critical Review of Curriculum Materials in Civic and Legal Education", Law in a Free Society, Santa Monica, 1973; p.8.)

Educators return again and again to this same theme, that students learn best when they learn by doing. It would seem that learning in the area of citizenship is no exception.

The "practice of democratic procedures" has implications for our Northwest Territories' civic education program. It means at least that we must not merely tolerate but actively encourage the free expression of ideas; moreover, we must provide opportunity for students to participate in making decisions of some consequence. To ensure maximum educational value to all students under this approach, the following suggestions are offered as a guide for shaping the spirit in which this exercise should be undertaken.

THE FREE EXPRESSION OF IDEAS

1. Students and teachers must respect the dignity of man. There should be no scurrilous attacks on persons, no vulgarity, and no ridicule of esteemed values.
2. Teachers must help the young to see that while they do have the right to speak, they have equally the responsibility to speak with as much wisdom as age and circumstance will allow.
3. Teachers must invite students to substantiate the arguments they advance, and to demonstrate their significance.
4. Teachers must ensure that statements of prejudice, excessively immature judgments and obvious errors are challenged, preferably by alert students, but where they fail to grasp the opportunity, by teachers themselves. These challenges should be handled sensitively so as not to destroy the willingness to speak out, but rather to encourage more responsible speech.
5. Teachers must help students to recognize the very real **complexities** of political and legal issues, discouraging them from drawing hasty, inadequate and unwarranted generalizations and from arguing at the level of the cliché.
6. Teachers must help students to gain and keep open minds. The limited experience of the young surely allows for no more than the formation of very tentative hypotheses.

DECISION-MAKING

1. Teachers must seek and provide opportunity for students to make decisions of some consequence, and to work through the processes of democracy in making them.
2. Matters for decision-making may be considered to be within the scope of the students' competency when they are: 1. matters concerning which the majority of students in class are able to perceive and understand the facts, values and implications involved in making such decisions, and 2. matters which affect the group alone, since they have no rightful authority to make decisions which might affect others.

CONTROVERSIAL ISSUES

A word must be said, too, about the matter of controversial issues. This is especially important in a multi-lingual, pluralistic society such as ours where controversial issues abound, and where there is so much potential for the generation of ill-will. In these circumstances, teachers must be constantly aware of the extremely sensitive nature of their assignment.

1. Where need dictates and student maturity warrants attention to controversial issues, teachers should never skirt them. These issues must be raised and treated thoroughly and objectively in an atmosphere of learning. It is important for the young to know what views are held and why.
2. Teachers must never use the classroom as a forum for polemical advancement of personal views. Teachers are entitled to hold personal views on controversial issues, of course, and even to present them for examination along with other views. But if teachers wish to take up the task of social reform, if they wish to persuade others to adopt their own views, they must step outside of the classroom. They must present their arguments to adults who are much better able to evaluate their worth.
3. Lest this course's emphasis on individual rights, free speech and the duty to challenge be misunderstood, let it be stated clearly that while this program recognizes the option of radicalism for adults, it does **not** seek the production of disaffected revolutionaries who will rush off ill-prepared at the age of eighteen to turn the nation inside out. The complexity of social phenomena simply does not permit of any "final answers", certainly not on the part of the school-age youngsters. The program **does** seek, however, the development of thoughtful, informed and active citizens.

CIVIC VIRTUES

A call to objectivity in the face of issues should not be understood by teachers to mean that they must always remain detached where values are concerned, refusing to inculcate even generally esteemed values for fear that they will be "imposing their values on their students".

If life in community is itself considered to be valuable, it follows that certain fundamental individual dispositions must be valued as well, for without them community life cannot be truly successful. Without risking a great deal of controversy, it might be said that these "civic virtues" include a respect for truth, a respect for human life and freedom, a respect for legitimate property, dispositions in favor of the practice of justice and the acceptance of reasonable responsibilities, and an appreciation of man's social nature, of his need of others. It is the prevalence of these "virtues" which fosters that atmosphere of trust essential to the effective functioning of society.

The teacher of civics should take advantage of every opportunity to inculcate these dispositions in the young. In this area, as in so many others, example is unquestionably the best teacher.

CLASS CLUBS

At each grade level the establishment of a class club is recommended. This activity is proposed for two reasons: first, to foster the understanding in each student that he has a personal obligation for the well being of the community which succors him, and second, to provide all students with opportunities for the practice of group participation and decision-making skills.

While undertaking club activities, teachers should continually be alert to opportunities for fostering what were described earlier in this manual as the "civic virtues".

As with many other facets of this curriculum, the focus of club activities is merely suggested. It is recognized that the two objectives noted above can be realized in a wide range of club (or other?) activities. Teachers, therefore, are invited to focus club activities on any suitable theme, providing, of course, that they achieve the stated objectives, and that their activities do not overlap and interfere with other club activities in the school.

To help teachers understand the rules of order for club meetings, the book **Parliamentary Procedure: A Programmed Introduction** has been included in the Civic Kit. This book is based on **Robert's Rules of Order**. Robert's rules are American in origin, but they do serve as the procedural guide for countless clubs, associations and organizations across Canada. Should teachers prefer to use rules developed in Canada, they might choose **Bourinot's Rules of Order**, published by McClelland and Stewart. The use of these rules is less widespread, but the procedures Bourinot recommends more closely reflect the procedures of the parliamentary system. To ensure consistency, a decision to use Bourinot should be school-wide, and not made by any individual teacher.

In the final analysis, differences between the two are not of any great moment in so far as the operation of a club at the public school level is concerned. It is neither intended nor expected that students should develop the expertise of "parliamentarians", but rather that they should have a fundamental knowledge of procedural rules sufficient to enable them to participate effectively in organizations with which they might become associated. A knowledge of the rudiments of either system would enable this.

INVENTORY — CIVICS KIT

1. Title: **Local Government**
   Quantity: 1 copy
   Description: Information on the history of local government in the N.W.T., on the programs of the present Department of Local Government, and on the duties of a local council member. It also includes a chart showing levels of local government in the N.W.T., and a copy of the N.W.T. Municipal Ordinance.
2. Title: **Territorial Government**
   Quantity: 1 copy
   Description: Information on the relationship of the Territorial Government to the Federal Government, on the history of territorial government, on the structure and programs of the present Territorial Government, on the structure and function of Territorial Council, and on elections for Territorial Council.
3. Title: **Members' Manual**
   Quantity: 1 copy
   Description: A manual that is given to Territorial Councillors. It contains a wide variety of very useful information, including: large extracts from the B.N.A. Act, the Northwest Territories Act, the Council Ordinace, the names of past and present Commissioners, past and present members of Territorial Council, the names of Council committees, and so on.

4. Title: **Government in Transition**
   Quantity: 10 copies
   Description: The 1975 annual report of the Government of the Northwest Territories. Contains a section on some changes that have taken place in the North since the appointment of the Carrothers Commission, plus other useful information on the activities of the present Government of the Northwest Territories.
5. Title: **Council in Transition**
   Quantity: 10 copies
   Description: The 1976 annual report of the Government of the Northwest Territories. Contains an excellent section on the history of government in the Northwest Territories, plus other useful information on the activities of the present Government of the Northwest Territories.
6. Title: **The Legislative Assembly of the Northwest Territories**
   Quantity: 1 copy
   Description: A pamphlet produced by the Department of Information. It includes information on the structure of the Territorial Council, plus photos and biographical data on the present Councillors.
7. Title: **The Armorial Bearings, Flag, Floral Emblem, Tartan, Seal and Mace**
   Quantity: 1 copy
   Description: A pamphlet produced by the Department of Information. The title is self-explanatory except to say that these all refer to the Northwest Territories.
8. Title: **Territorial Councillors**
   Quantity: 1 set
   Description: Black and white photos of all Territorial Councillors suitable for display, with biographical information.
9. Title: **Societies Ordinance**
   Quantity: 1 copy
   Description: Contains a sample constitution of the type demanded by the Government of the Northwest Territories from societies which wish to be incorporated.
10. Title: **Employee Handbook**
    Quantity: 1 copy
    Description: A manual prepared by the Government of the Northwest Territories for its employees. Contains information with respect to departments and their objectives which is not included elsewhere in the kit.
11. Title: **Portraits of the Prime Ministers**
    Quantity: 1 set
    Description: Commercial prints of Canada's Prime Ministers, past and present. Replacements available from J. M. Dent and Sons.
12. Title: **Senator from the Northwest Territories**
    Quantity: 1 set
    Description: A photo biography of Senator Willie Adams, the first and (to date) only Senator from the Northwest Territories.

13. Title: **The Canadian Court System**
    Quantity: 1 copy
    Description: An extract from the N.W.T. Native Courtworkers Association Training Manual. Contains a brief and reasonably simple explanation of the court system in Canada from Justice of the Peace Courts to the Supreme Court of Canada.
14. Title: **The Territorial Evolution of Canada**
    Quantity: 1 copy
    Description: A commercial map which illustrates very clearly the territorial changes which have occurred in Canada down through the years. Replacements available from Canada Map Office.
15. Title: **Parliamentary Procedure: A Programmed Introduction**
    Quantity: 1 copy
    Description: A commercial publication which teaches the rudiments of parliamentary procedure. Replacements available from Gage.

Intended Additions to the Kit

Note: As the following materials arrive at the school, please add their titles to the inventory.

1. Photo-biographies of the two Members of Parliament for the Northwest Territories.
2. A series of sound/slide presentations on various aspects of Territorial Government.

USEFUL ADDRESSES

Publishers:

Anthropologica
(see The Canadian Research Center for Anthropology)
Arctic Institute of North America
(see McGill - Queens)
C.B.C. Learning Systems
Box 500, Terminal A
Toronto, Ontario
M5W 1E6
Canada Map Office
Department of Energy, Mines and Resources
615 Booth Street
Ottawa, Ontario
K1A 0E9
The Canadian Association in Support of Native People
Suite 904
251 Laurier Avenue West
Ottawa, Ontario
K1P 5J6
The Canadian Research Center for Anthropology
223 Main Street
Ottawa, Ontario
K1S 1C4

Clarke, Irwin and Co. Ltd.
Clarwin House
791 St. Claire Avenue W.
Toronto, Ontario
M6C 1B8
Collier-Macmillan Canada Ltd.
539 Collier-Macmillan Drive
Cambridge, Ontario
Copp Clark Publishing Co. Ltd.
517 Wellington Street W.
Toronto, Ontario
M5W 1G1
Corpus Publishers Services Ltd.
6 Crescent Road
Toronto, Ontario
M4W 1T1
J.M. Dent and Sons (Canada) Ltd.
100 Scarsdale Road
Don Mills, Ontario
M3B 2R8
(also handles House of Grant)
Encyclopedia Canadiana
(see Grolier)
Fitzhenry and Whiteside Ltd.
150 Lesmill Road
Don Mills, Ontario
M3B 2T5
Frontier Publishing Ltd.
27247 Fraser Highway
Box 519
Aldergrove, B.C.
V0X 1A0
Gage Publishing Ltd.
P.O. Box 5000
164 Commander Boulevard
Agincourt, Ontario
M1S 3C7
(also handles Scott, Foresman)
George J. Macleod Ltd.
72 Bathurst Street
Toronto, Ontario
M5V 2P8

Government of Canada Publications
Publishing Center
Supply and Services
270 Albert Street
Ottawa, Ontario
K1A 0S9

Grolier of Canada Ltd.
200 University Avenue
Toronto, Ontario
M5H 3E2

Griffin House
461 King Street W.
Toronto, Ontario
M5V 1K7

The History and Social Science Teacher
Faculty of Education
Room 218
1137 Western Road
London, Ontario
N6G 1G7

Holt, Rinehart and Winston of Canada Ltd.
55 Horner Avenue
Toronto, Ontario
M8Z 4X6

House of Grant
(see Dent)

Hurtig Publishers
10560 - 105 Street
Edmonton, Alberta
T5H 2W7

Information Canada
(see Government of Canada)

Law in a Free Society
Suite 600
606 Wilshire Boulevard
Santa Monica, California 90401

Longman Canada Ltd.
55 Barber Greene Road
Don Mills, Ontario
M3C 2A1

Maclean-Hunter Ltd.
481 University Avenue
Toronto, Ontario
M5W 1A7

Macmillan Company of Canada Ltd.
70 Bond Street
Toronto, Ontario
M5B 1X3
Maps
(see Canada Map Office)
McClelland and Stewart Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2
McGill-Queen's University Press
Purvis Hall
1021 Pine Avenue W.
Montreal, Quebec
H3A 1A2
McGraw-Hill Ryerson Limited
330 Progress Avenue
Scarborough, Ontario
M1P 2Z5
Musson Book Company
30 Lesmill Road
Don Mills, Ontario
M3B 2T6
N.C. Press Ltd.
24 Ryerson Avenue
Toronto, Ontario
M5T 2P3
Natural Science of Canada
c/o McClelland and Stewart Ltd.
25 Hollinger Road
Toronto, Ontario
M4B 3G2
Oxford University Press
70 Wynford Drive
Don Mills, Ontario
M3C 1J7
Pagurian Press Ltd.
335 Bay Street
Suite 603
Toronto, Ontario
M5H 2R3
Penquin Books Canada Ltd.
41 Steel Case Road W.
Markham, Ontario

Prentice-Hall of Canada Ltd.
1870 Birchmount Road
Scarborough, Ontario
M1P 2J7
Random House of Canada Ltd.
5390 Ambler Drive
Mississauga, Ontario
L4W 1Y7
Research Institute of Northern Canada
Box 188
Yellowknife, N.W.T.
X0E 1H0
Royal Ontario Museum
c/o Publications
100 Queen's Park
Toronto, Ontario
M5S 2C6
Scholars' Choice Ltd.
50 Ballantyne Avenue
Stratford, Ontario
N4A 6T9
Scott, Foresman and Company
(see Gage)
University of Toronto Press
Front Campus
University of Toronto
Toronto, Ontario
M5S 1A6
Van Nostrand Reinhold Ltd.
1410 Birchmount Road
Scarborough, Ontario
M1P 2E7
York Publishing Co. Ltd.
(see McGraw-Hill, Ryerson)

Other Media:

Argus Communications
7440 Natchez
Niles, Illinois 60648
Audio-Visual Resource Centers
Department of Education
Fort Smith
Frobisher Bay
Inuvik
Rankin Inlet
Yellowknife

C.B.C. Learning Systems
Box 500, Terminal A
Toronto, Ontario
M5W 1E6
Educational Film Distributors, Ltd.
285 Lesmill Road
Don Mills, Ontario
M3B 2V1
(Canadian distributors for SVE - Society for Visual Education materials. Some very interesting sound/slide presentations on developing basic values and reflections on freedom directed specifically at elementary students. Though American in orientation, they could be very worthwhile)
Ethos Ltd.
2250 Midland Avenue
Unit 9
Scarborough, Ontario
M1P 3E6
Micro-Media Ltd.
P.O. Box 34
Station S
Toronto, Ontario
M5M 4L6
Moreland-Latchford
299 Queen Street W.
Toronto, Ontario
M5V 9Z9
(A set of five sound/slide presentations on Moral Decision-Making directed at elementary students. $75.00)
National Film Board of Canada
Box 6100
Montreal, Quebec
H3C 3H5
(or nearest regional office)
Pinetree Media Ltd.
1362 Blundell Road
Mississauga, Ontario
L4Y 1M5
Viewlex Educational Media
Holbrook, New York
11741

Northern Newspapers:

Fort Simpson — Fort Simpson Journal
Box 407
Fort Smith — Slave River Journal
Box 1108
Frobisher Bay — Nunatsiaq News
Box 8

Hay River — The Hub
Box 1250
— Tapwe
Box 130
Inuvik — The Drum
Box 2660
Pine Point — Pine Pointer
Box 268
Yellowknife — The Interpreter
Department of Information
Government of the Northwest Territories
Laing Building
— Native Press
Box 1919
— News of the North
Box 68
— Yellowknifer
Box 2728

In addition, there are newspapers such as the Aklavik Journal in Aklavik, The Midnight Sun in Igloolik, the Peel River Press in Fort McPherson and Suvaguq in Pond Inlet which are published irregularly. To keep tabs on the happenings in these of other settlements teachers might write to various settlement councils inquiring as to whether the community publishes a newspaper, and asking that the letter be forwarded to an appropriate person if it does.

For Tracking Down Information

Teachers who are having trouble finding the addresses of publishers, who don't know the Canadian representatives of foreign publishers, who wonder where they might find information on aboriginal rights or some other topic, and so on, might find the help they need if they write:

The Librarian
Government Inservice Library
Government of the Northwest Territories
Laing Building
Yellowknife, N.W.T.
X1A 2L9

Another person who might be very helpful is:

The Librarian
Boreal Institute for Northern Studies
The University of Alberta
Edmonton, Alberta
T6G 2E9

The library of the Boreal Institute for Northern Studies, according to its literature, "specializes in collecting information on **all** aspects of northern life including the social and political sciences. It is available for use by **anyone** interested in the north."

Teachers might write to the librarian inquiring about the kinds of services that are available, including the KWIC Index for tracking down, topically, articles on the north which have appeared in various newspapers, magazines, and journals, and xeroxed copies of newspaper clippings. There is a charge for some materials and services while others are free. Inquire about this.

Government Departments

The following may be able to offer advice or assistance concerning one matter or another:

Clerk of the Council's Office
Education Programs and Evaluation Division
Department of Education
Enquiry Centre
Department of Information
Historical and Museum Division
Department of Natural and Cultural Affairs
Municipal Affairs Division
Department of Local Government
Secretary to the Executive Committee
Department of the Executive

The common address for all of the departments is:

Government of the Northwest Territories
Yellowknife, N.W.T.
X1A 2L9

In addition, teachers might find occasion to use D.I.N.A.'s public information service in the North:

Manager
Public Affairs
Department of Indian Affairs and Northern Development
Box 1500 Yellowknife, N.W.T.
X1A 2R3

Other Societies Mentioned in this Curriculum

Canadian Labor Congress
2841 Riverside Drive
Ottawa, Ontario
K1V 8N4

Canadian Manufacturers' Association
One Yonge Street
Toronto, Ontario
M5E 1J9

Committee for Original Peoples Entitlement
P.O. Box 2000
Inuvik, N.W.T.
X0E 0T0

Consumers' Association of Canada
Suite 801
251 Laurier Avenue West
Ottawa, Ontario
K1P 5Z7
Dene Nation
P.O. Box 2338
Yellowknife, N.W.T.
X0E 1H0
Inuit Tapirisat of Canada
222 Somerset Street W.
Ottawa, Ontario
K2P 2G3
Metis Association of the Northwest Territories
P.O. Box 1375
Yellowknife, N.W.T.
X0E 1H0
National Action Committee on the Status of Women
121 Avenue Road
Toronto, Ontario
M5R 2G3
National Indian Brotherhood
Suite 1610
130 Albert Street
Ottawa, Ontario
K1P 5G4
N.W.T. Association of Municipalities
P.O. Box 1529
Yellowknife, N.W.T.
X0E 1H0
N.W.T. Chamber of Mines
P.O. Box 2818
Yellowknife, N.W.T.
X0E 1H0
N.W.T. Native Courtworkers Association
P.O. Box 2706
Yellowknife, N.W.T.
X0E 1H0

Note: A number of these addresses were taken from **The 1976 Corpus Almanac of Canada.** It is an excellent handbook for general information on Canadian business, scientific, cultural and government affairs. It should be in every school library. (See Corpus Publishers Services Ltd. earlier in this section).

CREDITS

The Department of Education would like to acknowledge, with gratitude, the sacrifices of time and effort made by the following people who were approached for advice or assistance during the development of this program.

For taking time to present, prior to development, their thoughts on the purpose and nature of a civic education program:

Michael Amarook, President, I.T.C.

Ron Crossley, Assistant Director, Department of Local Government, Government of the Northwest Territories

Larry Elkin, Director, Department of Local Government, Government of the Northwest Territories

George Erasmus, President, Indian Brotherhood of the N.W.T. (Dene Nation)

Peter Ernerk, Elected Member of the Executive, Government of the Northwest Territories

Eya Lewycky, Personnel Director, City of Yellowknife

Arnold McCallum, Elected Member of the Executive, Government of the Northwest Territories

Dave Nickerson, Elected Member of the Executive, Government of the Northwest Territories

Charlie Overvold, President, Metis Association of the Northwest Territories

W. H. Remnant, Clerk of the Council, Goverment of the Northwest Territories

David Searle, Speaker, Territorial Council, Government of the Northwest Territories

Al Zariwny, Chief, Program Evaluation Division, Government of the Northwest Territories

For facilitating the work of development by providing administrative or technical assistance:

Ken Allison, Assistant Principal, Nakasuk, Frobisher Bay

Elaine Bell, Principal, Sir Alexander Mackenzie School, Inuvik

Robert Carson, Principal, Nakasuk, Frobisher Bay

Barry Clarkson, Acting Principal, Samuel Hearne School, Inuvik

Dennis Crane, Coordinator, Print Production, Department of Education, Government of the Northwest Territories

Malcolm Farrow, Principal, Gordon Robertson Education Centre, Frobisher Bay

Tom Gamble, Principal, William MacDonald School, Yellowknife

Ross Harvey, Assistant Director, Department of Information, Government of the N.W.T.

Sr. Mary Eunice Henessy, Principal, St. Pat's Elementary School, Yellowknife

Louise Jovanovic, Principal, J.H. Sissons School, Yellowknife

Robert Lee, Principal, Chief Julius School, Fort McPherson

David Lidbury, Principal, Mildred Hall School, Yellowknife

Charles Love, Principal, St. Pat's High School, Yellowknife

Marcel Mahé, Principal, Nanook School, Frobisher Bay

Ed Oberst, Head, Media Development Section, Department of Education, Government of the Northwest Territories

John Richard, Artist, Department of Information, Government of the Northwest Territories

Art Sorensen, Director, Department of Information, Government of the Northwest Territories

Gordon Sperling, Assistant Principal, Sir Alexander Mackenzie School, Inuvik

23

Anthony Stewart, Principal, Moose Kerr School, Aklavik

Mike Van Duffelen, Photographer, Department of Information, Government of the Northwest Territories

For critical reviews of the curriculum at various levels, or for comments on other aspects of the program:

TEACHERS/PRINCIPALS

George Ade
Lorraine Beattie
Tom Birss
Leigh Brintnell
David Brown
Robert Carson
Fannie Castillo
Bob Chambers
Leslie Cornwell
Faith Cronk
Christopher Cribb
Sylvia Curniski
Ken Davies
Bob Dawe
Allan Dunn
Christine Ersoy
Eileen Fizer
Tony Florio
Tom Garraway
Larry Gordon
Nancy Illman
Karen Janes
Louise Jovanovic
Kevin Cribby
Liv Korotash
Robert Lee
Donna Longpré
Gordon Macpherson
Marcel Mahé
John Maurice
Roy Menagh
John Menzo
Carol Nakrieko
Winnifred Pibus
Larry Purss
Chris Reid
Phil Riggs
George Roach
Stephen Robins
Greg Rodgers
Dan Russell
Di Smith
Anthony Stewart
Bill Strain
Peter Stuempel
Clara Sulz
Wendell White
Roger Windle
Pat Yanik

OTHERS

Phil Airhart, Secretary to the Executive Committee, Government of the Northwest Territories

Ray Creery, Director, Department of Planning and Program Evaluation, Government of the Northwest Territories

Larry Elkin, Director, Department of Local Government, Government of the Northwest Territories

Norman Macleod, Chief, Municipal Affairs Division, Government of the Northwest Territories

Bryan Pearson, Member, Territorial Council, Government of the Northwest Territories

W. H. Remnant, Clerk of the Council, Government of the Northwest Territories

Max Rispin, Training Officer, Department of Local Government, Government of the Northwest Territories

Gary Vanderhaden, Research and Policy Officer, Department of Local Government, Government of the Northwest Territories

Al Zariwny, Chief, Program Evaluation Division, Department of Program Planning and Evaluation, Government of the Northwest Territories

The civic education program, as presented in this and accompanying manuals, does not necessarily represent the opinions of those listed above. Full responsibility is accepted by the Department of Education.

BOB MACQUARRIE

Mr. MacQuarrie was seconded to the Division of Education Programs and Evaluation from his regular teaching duties for a year to research and write this program. His initiative, industry and professional expertize are gratefully acknowledged by the Department of Education.

CIVICS

bility diversity freedon
nt constitution meetir
ce lobby commission
ament peoples resolut
ghtened town self-inte
nterests influence pat
ivision bill ordinance
rman secretary procec
lues morality institutic
s majority minority ch
cutive legislature legi
r judiciary responsible
rage no demonstratior
tion ballot voter identit
nvestigation objectivit
r mandate suffrage al
onflict liberty traditior
minister commitment

iar
e enlighten
iple interes
cer divisio
isdiction chairman secretar
ness issue values morality
ciety consensus majority mir
et taxes executive legis
ion power judiciar
ent leverage no
cti
in
er

dom justice boundary
eting trial negotiatior
sioner franchise priva
olution civil rights hu
-interest common goo
patronage nepotism
ice by-law law statute
cedure minutes agen
tution citizen objectivi
y choice member plur
legislation public serv
sible government repr
ation plebiscite petitio
entity competition autc
tivity territory life rebe
e alienation individua
ition symbol mayor c
ent debate decision di

LEVEL ONE

NWT
EDUCATION
1978

CIVIC EDUCATION

LEVEL ONE

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES

CIVIC EDUCATION

LEVEL ONE

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1978

NOTE

Before beginning to teach lessons from this curriculum guide, the teacher is urged to read "An Introduction to Civic Education in the Northwest Territories" which is part of the civic education package. This manual contains important information on resources, as well as suggestions for alternative approaches and methods of implementation.

In addition, it provides some guidelines with respect to the spirit in which this program is to be taught, a matter of considerable importance in view of the sensitive nature of the subject.

GENERAL GOALS OF THE NORTHWEST TERRITORIES' CIVIC EDUCATION PROGRAM

The civic education program for schools in the Northwest Territories will seek the development of the good citizen in a democratic society.

1. The citizen understands and accepts the ultimate responsibility he has for shaping, directing and fulfilling his own life.
2. The citizen comprehends the essential harmonious relationship that exists between enlightened self-interest and the general interest of humanity.
3. The citizen appreciates that his rights are the rights of all.
4. The citizen grasps and acts on the principle of duty as well as right.
5. The citizen recognizes in democracy a valuable instrument for harmonizing the aspirations of others with his own, that is, for securing the common good.
6. The citizen respects and defends the essential principles of democracy.
7. The citizen appreciates the advantages of social cooperation, and in acting on this appreciation, recognizes the occasional need to set aside the attainment of certain values in order to attain others of greater worth.
8. The citizen investigates objectively and thoroughly before committing himself to belief or action.
9. The citizen appreciates those institutions which have served the common good, preserves and enhances them.
10. The citizen challenges and repudiates what is destructive of the common good.
11. The citizen initiates and promotes activity in favor of the common good.
12. In short, the citizen is thoughtful, informed and active; to enhance his own well being, he participates to the best of his ability in the process of social governance.

LEVEL ONE

The Level One course in civic education is comprised of twenty-five lessons. It is intended that one lesson should be taught each week for a period of one hour (although certain lessons may require two class periods). However, as noted earlier, where Superintendents grant permission, civic education lessons may be blocked in some more effective or convenient organizational framework, providing that the total time allotment is observed, and that all the core objectives are met.

Over and above the twenty-five lessons, the remaining periods during the year are to be used for evaluation, review, club meetings, the showing of films and video-tapes, involvement in activities suggested at the end of the course outline, or any other related activities that the teacher may decide upon.

Lessons six, seven and eight are adapted from ON RESPONSIBILITY LESSON PLANS. Copyright Law in a Free Society 1973. Lessons eleven, twelve, thirteen and fourteen are adapted from ON AUTHORITY LESSON PLANS. Copyright Law in a Free Society 1972. Permission for use granted by Law in a Free Society, Santa Monica, California.

CONTENTS — LEVEL ONE

Major Theme: A Formal Awareness of Government

Lesson:

1. Personal responsibility
2. Basic needs and desires
3. Common needs
4. Cooperative undertakings
5. The post office
6. The concept of responsibility
7. Accountability
8. Conflicts in social responsibility
9. Irresponsible behaviour
10. The police
11. The concept of authority
12. The need for authority
13. Conflicts between authorities
14. The difference between power and authority
15. Holding authorities responsible
16. Common health needs
17. The nursing station
18. Class responsibility for health and safety
19. Meeting procedures
20. The majority
21. Government institutions in the community
22. A government's role re: common needs
23. Understanding what a government is
24. Rights and duties of citizens
25. Culmination

RESOURCES

Primary Reference: none

Supplementary References for Students:

How Rules and Laws Help Us; Stanek; Scholars Choice
How Our Governments Help Us; Stanek; Scholars Choice
The Thief Catcher: A Story About Why People Pay Taxes; Winn; Musson Book Company
Silver, Gobble and Snore: A Story About Why People Need Laws; Winn; Musson Book Company

Supplementary References for Teachers:

Curriculum guides for the themes **Responsibility** and **Authority**; Law in a Free Society

Audio-Visual Supports:

Films from A/V Resource Center
Beginning Responsibility: Being on Time
Beginning Responsibility: Lunchroom Manners
Beginning Responsibility: Rules at School
Citizen Harold

Sound Filmstrips (Cartoon Format) — Pinetree Media Limited:

Set 1
Why We Have Laws
Why We Have Taxes
Why We Use Money
Why People Have Special Jobs
Set 2
Why We Have Elections
Why We Take Care of Property
Why We Need Reading
Why We Need Each Other
M2x8 Guidance Filmstrip Set — Viewlex Educational Media
M215 Who's In Charge? (Authority Figures)
M216 What Do I Care About Public Property?

Sparrows Don't Drop Candy Wrappers; Gabel; Dodd, Mead and Co.
Who Cares? I Do; Leaf; J.B. Lippincott Co.
Let's Find Out About Policemen; Shapp and Shapp; Franklin Watts Inc.

OBJECTIVES

By the end of the year all students taking the Level One program should be in possession of that knowledge and those abilities designated as "core". Despite their being left out of the core, "supplementary objectives" — cognitive, affective and psychomotor — are important, and they are to be pursued as time, opportunity, and the varying levels of student ability will allow.

Teachers who find it necessary to do so, may, of course, concentrate on those lessons which embody the core objectives.

Core Objectives

The student should understand that government makes rules that are intended to regulate the actions of individuals for the good of the community.

The student should understand that government from time to time undertakes projects that are meant to satisfy common needs.

The student should understand that government, while it acts through people, is not any single person.

The student should understand that democratic government gets its authority to act from the will of the people, and that in accordance with this principle, communities often have a governing council elected by the people.

The student should be able to identify at least one government institution that touches upon his life, and explain its purpose in very simple terms.

The student should be able to identify Yellowknife and Ottawa as important centers of government.

The student should be able to identify a policeman as an authority, indicate the source and nature of his authority, and define its most important limits.

The student should be able to demonstrate, by citing examples of each, that he recognizes the difference between legitimate authority and the illegitimate use of power.

The student should be able to cite an example of responsible behavior, and explain why it is important for some specific person, such as a pilot, to carry out his responsibilities.

The student should be able to cite an example of irresponsible behavior, and explain how someone is, or might be, unjustly damaged by it.

The student should be able to identify at least two rights and two duties of citizens in a democratic society.

The student should be able to explain that at a meeting these principles should be followed: deal with one thing at a time; allow unpopular views to be heard; and let the majority prevail.

Supplementary Objectives

The student should have begun to understand that government is a combination of principles, institutions and personnel.

The student should recognize and appreciate the value of common action to satisfy common needs.

The student should have begun to understand that cooperative undertakings sponsored by the government are financed largely by the people.

The student should recognize that common action is carried out most effectively when there is leadership, regulation, cooperation and acceptance of responsibility.

The student should have begun to understand the advantages of complying with properly constituted authority even though observance may mean short-term disadvantage to himself.

The student should have begun to understand that authority is always limited and that he need not comply where authorities attempt to act outside of their legitimate powers.

The student should show that he is accepting responsibility for his own life by doing those things he can do for himself.

The student should show that he is accepting responsibility for the well being of the community by fulfilling his rightful obligations to others.

The student should show that he understands the importance of participation at meetings by contributing his thoughts for consideration.

The student should show that he respects the rights of others by being courteous and just to all during class meetings.

The student should have begun to understand that majority rule is a convenient way of making group decisions, and that majority opinion prevails because it expresses the popular view and not necessarily because it is the right view.

LESSON ONE

TOPICAL QUESTION:

Under what conditions and to what extent do individuals have responsibility for their own lives?

OBJECTIVE:

The student should be able to identify present areas of personal responsibility for his own life, and tentatively identify how his responsibility will grow with advancing age.

SUGGESTED APPROACH:

Read the following story to the class and discuss the follow-up questions afterwards.

Sammy, the Sparrow Who Wouldn't

Sammy came into the world late in the month of May. He was one of three children born to Mrs. Sparrow just the year before last. He had a sister named Sally and a brother named Slick.

Hardly any time had passed at all before Mrs. Sparrow realized she had a problem on her hands. Her new son, Sammy, was an awfully stubborn little bird. Small but stubborn. Boy, was he stubborn! He was so stubborn he wouldn't even open his beak to catch a fly if you told him to.

"Won't you join us in a sing-song, Sammy?" Mrs. Sparrow sometimes asked.

"Nope!"

"Pull your head in out of the rain. You'll catch cold."

"Unh-unh."

"Why don't you huddle together with Sally and Slick and you'll feel much warmer."

"Phooey!"

"Why not?"

"I don't want to."

If Mrs. Sparrow ever tried to coax him after he'd once said no, he'd just close his black eyes tightly, clamp his little beak shut, draw in his fledgling wings against his sides, and sit. Sammy Sparrow had simply made up his mind that he wasn't going to do anything that anybody told him to do. Not even to help himself.

When the time came for the young birds to learn to fly, Sally and Slick took to the air with great enthusiasm. They climbed and swooped and glided. They darted here and there gathering food for themselves. Their lives were exciting and very, very happy.

"Won't you come out of the nest and join us?" Mrs. Sparrow asked Sammy in a warm and loving way.

"Unh-unh."

"Come on out of that nest and learn to fly!" Mrs. Sparrow said, much more firmly this time.

But Sammy just sat there.

"I don't have to if I don't want to," he said. And he didn't.

The summer passed, and Sammy sat. And when autumn arrived, many of the birds began to prepare for their long journey to the South. Those who lived in the trees near Mrs. Sparrow called to her and her family.

"Come along. It's time to go," they said. "Aren't you going to join us?"

Sally and Slick perched on the edge of their nest, and then lifted themselves gracefully into the air to join their friends.

Mrs. Sparrow turned to Sammy.

"You can fly if you want to, Sammy," she said. "Why don't you try? Why don't you come with us to the South?"

"I don't want to, and I won't!" Sammy answered. "I like it here, and I'm going to stay."

Tough and determined as ever, Sammy wasn't going to be moved by anyone. Not even by the threat of being left alone.

Meanwhile, Mrs. Sparrow was being urged by the others to follow. Hesitantly, she stepped to the edge of the nest. She knew that nothing would make Sammy change his mind. She didn't want to leave him, but she had to. She said a loving goodbye to Sammy, and then reluctantly flew from the nest to join the others, giving in, as she must, to the call of nature.

Behind, and far below the departing flock, without even wincing, stubborn little Sammy continued to sit. He sat and he sat and he sat. The weeks went by. The weather began to turn colder. The leaves dried out. They changed color, and then fell to the ground. And still Sammy, stubborn Sammy, sat and sat and sat.

Winter came. Cold winds blew. Ice formed on the lakes, and snow covered the fields and the trees. And still Sammy sat and sat and sat.

In the spring, buds and blossoms sprouted everywhere. The world sprang to life again. But, sad to say, not our stubborn little Sammy. Quiet and still as a hush, Sammy just sat and sat and sat.

And he'd still be sitting there to this day if he hadn't been found by a dear and gentle lady. She saw him in the tree, him and his lonely nest. Bursting with excitement, she took both of them home and made herself a fancy hat.

Now, perched atop her head, Sammy goes everwhere with her. And everywhere he goes people point at him and smile. They sometimes even take his picture. Maybe you've seen one.

Sammy's really quite famous in a way. Too bad he doesn't know it.

QUESTIONS FOR DISCUSSION:

1. What should Sammy have been able to do as the summer passed?
2. What should Sammy have been willing to do? Why?
3. Did Sammy's mother handle things in the right way? Should she have remained behind if she were able to?
4. What obligations did she have to her other children? To herself?
5. Do human beings ever act like Sammy?
6. What are some things your parents should do for you? Why?
7. What are some things you should be able and willing to do for yourselves?
8. If you don't do them, should others do them for you?
9. What are some things you should be able and willing to do for yourselves when you are grown up?

LESSON TWO

TOPICAL QUESTION:

What needs and desires must be met if we are to look after ourselves properly?

OBJECTIVE:

The student should be able to identify basic survival needs, and to distinguish them from secondary needs, and from personal desires.

SUGGESTED APPROACH:

The teacher might briefly refer to the previous week's discussion about doing things for oneself. Doing what things especially? Things that **need** to be done. Having broached the subject of need, give examples of a basic survival need (water), a secondary need (friends), and a personal desire (a new bicycle). Using simple, explanatory headings, have each student compile lists that fit the three categories. Let certain students read their lists aloud, and make appropriate comparisons. Keep these lists for use in the following lesson.

EXAMPLES OF NEEDS:

Water, food, clothing, shelter, protection, friends, freedom, transportation, communication, good health, education.

LESSON THREE

TOPICAL QUESTION:

What needs are common to all, and how do we often act to satisfy these common needs?

OBJECTIVE:

The student should be able to identify needs that he has in common with others, and explain in at least one instance the advantages derived from cooperation with others to satisfy that need.

SUGGESTED APPROACH:

Distribute the lists of needs that had been compiled in the previous lesson. Ask each student in turn to state one need he had written down. Check with the class to determine how many others had written that as a need. Compile a class list of common needs.

Distinguish personal desires from common needs. Elicit the idea that each is largely responsible for satisfying his own personal desires. Elicit the idea that while each is ultimately responsible for satisfying his primary and secondary needs, he may find great advantage in cooperating with others to satisfy them.

Focus on one common need (food), and demonstrate how people in the community (family) cooperate to satisfy this need. Try to determine what specific advantages derive from this cooperation.

QUESTIONS FOR DISCUSSION:

1. How many are involved in ensuring that you have enough to eat every day?
2. What would your life be like if you had to provide your own food every day? What things would you not have time to do?
3. How can you help in the cooperative undertaking to provide your daily food?
4. Can you think of other areas in which people in a community cooperate to make their lives more secure, comfortable and satisfying? What are they?

LESSON FOUR

TOPICAL QUESTION:

What is necessary if cooperative enterprises are to be carried out successfully?

OBJECTIVE:

The student should be able to identify the essential leadership, regulation and acceptance of responsibility required in cooperative undertakings to ensure that common needs are satisfied.

SUGGESTED APPROACH:

Analyze a cooperative undertaking such as the family's acquisition of country food, the system for making processed food available, or the local water delivery service. Demonstrate the need for leadership, the sharing of burdens, the acceptance of responsibility and for attention to timeliness, thoroughness and safety. Through it all, point out the advantages of specialization and cooperation.

QUESTIONS FOR DISCUSSION:

1. What will result if no one takes the initiative?
2. Do some people have a greater responsibility than others to take the initiative?
3. What happens when people along the line fail to do their jobs, or do them poorly?
4. If these services benefit us, what commitments must we make as users?
5. What organization exists to help satisfy the common needs for water, sewage disposal, and the maintenance of roadways in the community? Who establishes this organization? What roles do local people play in it?

LESSON FIVE

TOPICAL QUESTION:

Is the post office a cooperative undertaking created to satisfy a common need? Who organizes its activities?

OBJECTIVE:

The student should be able to identify the post office as a permanent **government** institution organized to help satisfy the need of all to communicate.

SUGGESTED APPROACH:

Briefly make the point that we all have the need to communicate, sometimes with those who are far away. Point out that the post office helps us to do this. Take the class on a field trip to the post office. Those at the post office should be told in advance that the main purposes of the visit are (1) to identify it as a government institution; (2) to determine what responsibilities the employees have; and (3) to identify the consequences of the failure of employees to do their jobs effectively.

QUESTIONS TO BE RAISED:

1. What can the post office do for us?
2. Who runs the post office?
3. Who is "the government"?
4. Why do these people work at the post office?
5. What are some things they have to do?
6. Who pays them?
7. Where does the government get its money to pay them?
8. What happens if some employees don't do their jobs?
9. How can we help the post office employees to do their jobs better?

Some time after their return from the trip, all children should write a brief report on the post office. Three or four should be asked to stand and read their reports aloud in class.

LESSON SIX

TOPICAL QUESTION:

What is responsibility and why is it important?

OBJECTIVE:

The student should be able to discuss why a person feels responsible in a specific situation, identify the benefits of behaving in a responsible manner, identify the costs of behaving in a responsible manner, and evaluate whether a particular incident was handled responsibly.

SUGGESTED APPROACH:

Read this story to the class and discuss the questions which follow.

The Choice

Annie looked at the yard in front of her house which for several weeks had gone untended. Annie's mother had been in the hospital and without her around there was no one to do the yard work. The garbage can tops were off, the ravens had scattered bits of food and paper all around, and the dogs had been at it as well.

One evening when Annie came home from school, her aunt greeted her at the door.

"Annie, you'll never guess the good news. Your mother is coming home the day after tomorrow."

Annie's eyes filled with tears. She had missed her mother very much. She was glad she was getting well and would be coming home.

"Annie," said her aunt, "I think it would be real nice if you would tidy the yard so that your mother won't feel that she has to get out and clean it up right away, when she should be resting."

"You're right," said Annie, "that's one responsibility I won't mind a bit."

Next day after school, Annie hurried home to begin work on the yard. For more than two hours she worked, picking up the mess. Now, the only thing left to do was to pile up all the bags for the garbage truck to pick up, a job that Annie had seen her mother do many times. Just as Annie started to do this, her aunt called her to the telephone.

"Hello," said Annie as she picked up the phone.

"Hi," said Martha, her best friend. "Hey, come on over. Dad just came home and said that there's a big plane coming from outside and he says he'll take us up to see it and buy us a treat. But you've got to hurry."

Annie was excited. Then she remembered the yard. "I'm sorry Martha, I can't do it because I have to finish cleaning up the yard."

"Can't you just leave it and do it when you get back?" asked Martha.

"No," said Annie, "by that time the dogs and ravens will have messed it all up again."

"Oh, just for a little while," said Martha.

Annie thought long and hard. "No, Martha," she said, "I'm sorry but I'm afraid I won't be able to go"

QUESTIONS FOR DISCUSSION:

Question: What did Annie consider her responsibilities to be in regard to taking care of the yard?

Possible Student Response: (Students describe Annie's assumed responsibilities, e.g., "She considered it her responsibility to tidy up, bag and place the bags for collection.")

Question: How seriously did Annie take her responsibility toward the yard work?

Possible Student Response: Very seriously. She wouldn't take any short cuts and insisted on doing things right.

Question: What kinds of things do you think Annie considered in making a decision as to whether to finish the yard work or go to the airstrip?

Possible Student Response: (Students discuss Annie's possible consideration in making her decision, e.g., "Maybe she was considering whether it would be all right to leave the bags just once"; "Maybe she was trying to decide whether it was more important to her to make her mother happy by taking care of the yard or whether it was more important to go to the airstrip"; "Maybe she was wondering whether it would really matter to her mother whether the yard was clean or not.")

Question: Why do you think Annie made the decision that she did in this situation?

Possible Student Response: (Students discuss why Annie made the decision she did in regard to her responsibility to do the yard work and competing interests, e.g., "She decided her concern for her mother was more important than going to the airstrip.")

Question: What do you think were the benefits of Annie's decision to stay home and finish carrying out her responsibilities?

Possible Student Response: (Students describe possible benefits of Annie's decision, e.g., "She was able to show herself, her aunt and her mother that she was reliable and could be counted on to carry out her responsibilities"; "She probably felt good about herself because she knew she was doing something that would make other people as well as herself happy"; "Her mother and aunt will probably feel that they can entrust her with responsibilities in the future because they know she can assume responsibility.")

Question: Were there also costs related to Annie's decision?

Possible Student Response: (Students describe possible costs of Annie's decision, e.g., "She missed the opportunity to go to the airstrip and she might not get another chance"; "She probably disappointed her friend Martha.")

Question: Do you think Annie made the right decision? What would you do if you were in Annie's position?

Possible Student Response: (Students discuss whether they think Annie made the right decision or not and why, and what they might have done.)

As a homework assignment, have students write a brief statement on the responsibilities of an airline pilot, and the consequences of his failure to carry them out. Select a few of the best papers. Have their authors read these out to the class. Discuss them.

LESSON SEVEN

TOPICAL QUESTION:

When should persons be held responsible?

OBJECTIVE:

The student should be able to recognize the obligation incurred when individuals freely accept responsibility, and identify just means of holding them responsible.

SUGGESTED APPROACH:

Read this story to the class and discuss the questions which follow.

Billy's Responsibility

The playground at Fairview Elementary School was very small. Every lunch hour there was a problem. Softball and soccer were the two favorite noon games, but there just wasn't enough room to play both. A softball was always flying into the soccer court, or a soccer ball was hitting someone on the head on the softball field. At last Mr. Wonkel, the principal, decided something had to be done. He sent a notice to each classroom asking that each class choose a representative to come to his office to discuss the matter.

Billy was excited when the fifth grade chose him to be their representative. He hurried to Mr. Wonkel's office. He didn't want to be late.

For almost half a hour the representatives of all the classes discussed what should be done. At last the representatives voted to allow only one field game during the lunch hour. The students would have to decide whether they wanted to use the playground for softball or soccer. It was agreed that each of the representatives would discuss the matter with their own classes and that each class would vote on which game it preferred. The representatives of each class would then come back to the principal's office to cast the vote for their class.

When Billy returned to his classroom, he presented the matter to the students. The class was almost unanimous in their vote — soccer was the choice. Billy was asked to cast a vote in favor of soccer on behalf of his class.

The next day during recess, David Younger, representative for the sixth grade spoke with Billy. "What's your vote going to be Billy?"

"Soccer," replied Billy.

"Oh come on," David said, "that dumb sissy game? Listen, I've just spoken to all of the other class representatives and without your vote, there's going to be a tie. Why don't you vote for softball. If you do, anybody from your class can play on our team."

"No, David, I really couldn't do that," said Billy, "it wouldn't be fair to the class."

"Oh, come on Billy, they'd be glad. They'd really like softball if they knew how to play better and we'd teach them."

Billy could feel himself waver. He had always like softball better himself. "Well, I'll think about it," he said. All during recess and for the rest of the morning Billy thought about what David had said.

That afternoon at the meeting in the principal's office Billy was nervous when it came time for the vote.

"All right boys and girls, this is it," said Mr. Wonkel, "What's it going to be — softball or soccer?"

One by one, Mr. Wonkel called for the votes of the representatives. Billy was the last to cast his vote. "All right Billy," said Mr. Wonkel, "it's a tie to this point, four classes in favor of soccer, four classes in favor of softball. Your vote will decide the question."

Billy felt nervous. He looked at David and then down at the floor. "Softball," said Billy.

"What was that Billy," asked Mr. Wonkel? "I'm afraid you'll have to speak up, I can't hear you."

"I said **softball**," said Billy, in a voice that was a little too loud.

QUESTIONS FOR DISCUSSION:

Question: Why do you think the members of Billy's class chose him to be their representative?

Possible Student Response: (Students discuss why Billy was chosen representative, e.g., "They probably trusted him"; "Maybe they like him and thought he would do a good job.")

Question: What were Billy's responsibilities as class representative?

Possible Student Response: (Students describe Billy's responsibilities, e.g., "He was responsible for attending the meetings in the principal's office and for reporting what took place at the meetings to his class"; "He was responsible for voting for his class' choice.")

Question: Which of these responsibilities do you think he carried out? Were there responsibilities that he did not carry out? Can you explain?

Possible Student Response: (Students discuss which responsibilities Billy carried out and which he did not, e.g., "He carried out the responsibilities of attending the meetings and reporting back to the class, but he did not carry out the responsibility for carrying out the wishes of his class by voting for soccer.")

Question: Do you think that Billy had an obligation to vote for his class' choice of soccer? Can you explain?

Possible Student Response: (Students discuss whether Billy had an obligation to vote for soccer and why, e.g., "Yes, he had been chosen to speak for his class and to carry out their wishes"; "The class had trusted him to cast their vote.")

Question: What choice did Billy have to make before casting the vote for his class?

Possible Student Response: (Students discuss Billy's choice, e.g., "He had to choose whether he would carry out the class' wishes and vote for soccer or whether he would carry out his own wishes and vote for softball.")

Question: Did Billy's vote affect the outcome of the decision?

Possible Student Response: (Students discuss whether Billy's action affected the outcome of the event, e.g., "Yes, his vote broke the possibility of a tie and decided the election in favour of softball.")

Question: Do you think Billy knew before he cast the vote for softball what the outcome would be if he did? Can you explain?

Possible Student Response: (Students discuss whether Billy had knowledge of the probable consequences of his actions, e.g., "He probably did because he knew that the class would be upset by what he had done, but maybe he thought they wouldn't find out or that he could convince them that he had done the right thing"; "Also, he knew that he would betray the trust of his class if he voted for softball.")

Question: How do you think the class will feel when they find out?

Possible Student Response: (Students hypothesize about the reactions of Billy's class, e.g., "They might be surprised"; "They'll probably be angry with him"; "They might not trust him anymore.")

Question: Do you think Billy should be held responsible for his actions in this situation? Can you explain?

Possible Student Response: (Students discuss whether Billy should be held responsible and why, e.g., "Yes, he had an obligation to vote for soccer and he did not"; "He chose not to carry out the wishes of his class"; "He knew what the outcome of the election would be if he voted for softball and he did so anyway.")

Question: How do you think Billy should be held responsible for his actions?

Possible Student Response: (Students discuss how they think Billy should be held accountable, e.g., "He should be replaced as class representative"; "Another meeting should be held with the principal for a re-vote"; "Billy shouldn't be chosen for that kind of job again unless he is able to prove that he can be trusted to act responsibly"; "Maybe he should be further penalized by being forbidden to play on the field during lunch time for a certain period of time.")

LESSON EIGHT

TOPICAL QUESTION:

What are some specific social responsibilities? If conflicts arise, how should they be managed? How should responsible behavior be promoted?

OBJECTIVE:

The student should be able to identify and explain the conflicting responsibilities that might arise in inter-personal relationships, discuss alternative means of managing such conflicts, evaluate the alternative means in terms of what constitutes responsible behavior, decide on what he considers to be the most responsible course of action in a specific situation, and give reasons for his decision.

SUGGESTED APPROACH:

Read the following story to the class and discuss the questions which follow.

The Knife

James and Simon were on their way home from school when suddenly Simon remembered that he had promised his mother he would buy some toothpaste at the Bay.

"Come on, James," Simon said, "it will only take a few minutes".

As they entered the store, Simon headed straight for the section where the toothpaste was kept. But a big display of hunting and camping equipment caught James' attention and he walked in that direction.

Simon looked and looked for the brand of toothpaste his mother wanted. At last he found it. He picked up the tube of toothpaste and set out to find James. James was crouched on the floor looking at some hunting knives when Simon found him.

"Come on, James," said Simon, "let's go."

"Okay, Simon," James replied.

Just then, Simon thought that he saw James quickly stuff a small hunting knife into his parka pocket. "James, did you take a hunting knife?"

"No," said James.

"You did," said Simon, "I know, I saw you. You'd better put that back."

"Yeah, well I didn't," said James, "and even if I did, what could you do about it?"

"I could tell the people who run the store," said Simon, "because I don't think people ought to steal things. Please put it back."

"Look, I told you I didn't take anything, so just forget about it will you?" James said angrily.

"I'm warning you James, if you don't put it back, I'll tell the lady at the cash register."

"You wouldn't dare," James snapped.

QUESTIONS FOR DISCUSSION:

Question: What kinds of responsibilities do you think Simon feels toward James in this situation?

Possible Student Response: (Students discuss what responsibilities Simon feels toward James, e.g., "He feels the responsibility to keep him from doing something that is illegal"; "Maybe he feels the responsibility to keep James from doing something Simon feels is morally wrong"; "Maybe he feels the responsibility to let James know what his feelings are about stealing.")

Question: Do you think Simon feels any responsibilities toward himself?

Possible Student Response: (Students discuss whether Simon feels any responsibilities toward himself in this situation, e.g., "He probably feels a responsibility to himself to try and prevent a theft if possible"; "He probably feels that he has a responsibility to tell James what his feelings are"; "He may feel he would be partly responsible for the theft if he did not try to stop it.")

Question: Do you think Simon feels any responsibility toward the store?

Possible Student Response: (Students discuss whether Simon feels any responsibility toward the store, e.g., "Maybe he feels a responsibility to deal fairly with the store"; "Maybe he feels a responsibility to obey laws that protect goods in stores.")

Question: What conflicts do you think Simon might be facing in this situation?

Possible Student Response: (Students discuss some of the factors in contributing to the conflict Simon might be experiencing, e.g., "Some of the factors contributing to the conflicts Simon might be experiencing might include loyalty to his friend, fear of loss of friendship, fear of guilt by association, the wish to do what he considers right, desire to maintain self-esteem.")

Question: What courses of action are open to Simon?

Possible Student Response: (Students discuss the various alternatives open to Simon, e.g., "He could try some more to convince James not to steal the knife"; "He could decide to let James be responsible for his own actions and not do anything further"; "He could tell the store employees what James is trying to do"; "He could tell James' parents.")

Question: What do you think Simon should do in this situation? Can you explain why?

Possible Student Response: (Students discuss what they think Simon should do, e.g., "He should try again to convince James to put the knife back on the shelf and then if James refuses, he should tell James' parents so that they can decide what should be done"; "He should tell a store employee.")

At this point, you may wish to ask students to role-play some of the different ways in which the conflict might be managed in an attempt to determine what might be the most responsible way or ways to deal with the situation. Finally, you might ask the following question.

Question: What do you think you would do if you were in Simon's situation? Why?

Possible Student Response: (Students explain what they think they would do if they were in the same position and give reasons for their decisions.)

LESSON NINE

TOPICAL QUESTION:

What behavior is most irresponsible?

OBJECTIVE:

The student should be able to identify the major consequences to himself, and to society as a whole, of behavior that endangers or destroys life, health, liberty, or legitimate property.

SUGGESTED APPROACH:

Review the consequences of failure to deliver the mail, of failure to deliver water on time, and of the failure of pilots to take their responsibilities seriously. Discuss which is most irresponsible and why. Elicit the idea that irresponsible behavior can either be failure to do something you ought to do (such as delivering the mail), or doing something you ought **not** to do (such as a pilot getting drunk before flying). Help students to see that the most irresponsible behavior is that which endangers the life, health, liberty or property of themselves or others.

QUESTIONS FOR DISCUSSION:

1. What are some actions that endanger or destroy life, health, liberty or property?

2. How does it affect you if an irresponsible person attacks and injures your father? your friend? someone you don't know who lives on the other side of town?
3. Should you care about what happens to those you don't even know? Why?
4. How is your community damaged each time a theft occurs?
5. How can you help to make sure that life, liberty and property are safe in your community?

End the lesson by identifying the police as a permanent government agency established to help satisfy our common need for protection from irresponsible behavior. Announce that a visit will be made to the local police station.

LESSON TEN

TOPICAL QUESTION:

What authority do the police have to protect citizens from irresponsible behavior?

OBJECTIVE:

The student should be able to identify police authority as being sanctioned by the government, but ultimately as deriving from the consent of the people, and they should be able to define in essence the limits of police authority.

SUGGESTED APPROACH:

Take the class on a field trip to the police station. The police should know in advance that the main purpose of the visit is to determine the source, nature and limits of police authority.

QUESTIONS TO BE RAISED:

1. What are some things the police can do to help us?
2. What are some of the jobs they have to do?
3. What powers do they have?
4. Who gave them the right to exercise these powers?
5. What limits are imposed on their powers?
6. What are the consequences to the community if a policeman acts outside his authority?
7. What are the consequences under law to a policeman who is found to have acted outside his authority?
8. What can we do to help protect ourselves? to help the police protect the community?
9. What is law?
10. Why does a government make laws?
11. Why should people obey laws?

LESSON ELEVEN

TOPICAL QUESTION:

What is authority? How is authority established? What forms does it take?

OBJECTIVE:

The student should be able to identify people in authority within the home, school and community environments, describe some of the roles of those identified as people in authority, explain whether it is important to have people in authority in specific situations, and describe some of the ways in which authority is established.

SUGGESTED APPROACH:

A. Rather than asking children of this age to define authority, you might wish to begin by helping students expand their understanding of the concept by identifying people in authority or rules that carry authority in situations related to the home, school, and immediate community environments. One way to do this might be through the use of a motivational bulletin board displaying pictures of various authorities within a community. Examples of people in authority that might be used are:
   1. authorities within the home such as: parents, grandparents, older brothers or sisters, babysitters;
   2. authorities within the school such as: crossing guards, play leaders, team captains, custodians, cafeteria workers, teachers, administrators;
   3. authorities within the larger community environment such as: police officers, firemen, foremen, store managers, etc.

B. Ask students to discuss each of the pictures shown. Questions that might be used to help students identify people in authority and to describe their roles are given below.
   1. Who is the person pictured?
   2. What kinds of things are a part of this person's job?
   3. Is it important to have people who do this kind of work in our community? Why?
   4. How does someone become a (policeman, fireman, foreman, etc.)?

C. At this point you may wish to evaluate students' understanding of authority by asking them to identify additional people in authority within the home, school, and community environments. This might be done in a number of ways. For example, you might ask students to locate pictures in magazines that show people in authority. You might also take students on a tour of the school grounds and immediate neighborhood, asking them to identify situations they observe in which a person is exercising authority. The authority situations might then be discussed in terms of the following kinds of questions.
   1. What authority does this person have in this situation?
   2. Why does this person have authority in this situation?
   3. Is it important to have people with this kind of authority in our community? Can you explain why?
   4. Who are government "authorities" in our community? What rights and duties do they have?

LESSON TWELVE

TOPICAL QUESTION:

What is the need for authority and why should people comply with a rightful exercise of authority?

OBJECTIVE:

The student should be able to identify the need for authority in specific situations, make decisions as to what form(s) of authority might be most useful in a specific situation, make comparisons between a situation where no authority exists and the same situation after authority has been established, and discuss the advantages and disadvantages of complying with authority in specific situations and make decisions as to whether he would choose to comply or not in these situations.

SUGGESTED APPROACH:

A. One effective way of helping students understand the need for authority is by enabling students to directly experience a situation in which authority would be helpful but is not present. This might be done in a number of ways. One way to do this might be to explain the barest rudiments of a game to students without explaining the accompanying rules or regulations. After students have attempted to play the game, ask such questions as the following.

1. What took place when we tried to play the game?
2. Can you give me some reasons for what took place?
3. How do you think some of the problems we faced might have been avoided?

Through the above line of questioning, students will probably decide that some form of authority would have been helpful in the game situation. At this point you might help students decide upon the kind(s) of authority they feel would be most helpful, e.g., an individual in authority, rules governing the situation, policies governing how people who obey or disobey the established authority will be managed. After students have made these decisions, you might wish to ask students to attempt the same activity again, this time with the presence of the authority they themselves have established.

After students have played the game a second time, ask students to compare what took place this time with what took place the first time the activity was undertaken.

1. What took place when we tried to play the game?
2. Can you give some reasons for what took place?
3. How was what took place this time different from what took place the first time?
4. Were we able to manage some of the problems that arose the first time? Can you explain why?
5. Do you think some kind of authority is helpful in certain situations? Can you explain why?
6. What authority is needed in a hockey match? or a football game? Who exercises this authority? What responsibilities do these authorities have to ensure that they exercise their authority properly? Why should hockey players (football players) abide by the rulings of these authorities?

B. In raising the question of why people comply with authority, you might find it useful to present several role-playing situations in which people are left in the position of making a decision as to whether to comply with authority or not. The **People in Action: Role-Playing Photographs for Elementary Social Studies** (New York: Holt, Rinehart & Winston, 1970) might prove useful for this purpose. Additional suggestions for role-playing are given below.

1. A hall monitor tells a child who is running in the halls at school to stop running and walk.
2. A police officer motions a motorist to pull over to the side of the street.

You might discuss each of the situations after it has been role-played in terms of the following kinds of questions.

1. Who is the person in authority in this situation? Why?
2. How is this person's authority established?

3. Do you think the person in authority should be obeyed in this situation? Can you explain why?
4. What might happen if the person in authority is not obeyed in this situation?
5. Would you obey the authority in this situation? Can you explain why?

LESSON THIRTEEN

TOPICAL QUESTION:

What conflicts arise between authorities and between authorities and others within a group? How are these conflicts managed?

OBJECTIVE:

The student should be able to list possible conflicts that might arise between authorities and others within a community, explain why these conflicts might arise, and decide upon fair ways of managing conflicts that may arise between authorities and others within a group in specific situations.

SUGGESTED APPROACH:

A. You might wish to have students role-play various situations showing relationships between authorities and others within a community. Some of the pictures used earlier in the lesson, as well as teacher or student suggested situations might be used as bases for role-playing exercises. Examples of possible role-playing situations are given below.
   1. Students are crossing the street under the authority of a crossing guard.
   2. Adults are driving in traffic under the authority of a policeman directing traffic.
   3. Children are cleaning their room under the authority of a parent.
   4. Children are playing a team game under the authority of a team captain.

After each role-playing exercise, discuss the role-playing in terms of the following kinds of questions.

   1. How do you think the person in authority in this situation is supposed to behave? How did he behave? What did he do? (You might then ask the child who played the part of the person in authority to explain his portrayal.)
   2. How do you think people under authority in this kind of situation are supposed to behave? How did they behave? What did they do?
      (You might then ask students who portrayed people under authority to explain their behavior).

B. Ask students to show what might happen if the person in authority or a person under authority does not behave as he is expected to behave. For example, in the crossing guard situation described above, a child might run back and forth across the intersection and refuse to obey the guard or the guard might misuse his authority by not allowing a particular child to cross the street. Or a situation might arise where one parent contradicts the orders given by the other, or where a coach contradicts the orders given by a captain. After re-role-playing, discuss each situation in terms of the following kinds of questions.
   1. How was what happened this time in the role-playing different from what happened before?
   2. What do you think is the conflict in this situation?
   3. What do you think will happen next?

C. Ask students to decide upon fair ways of managing conflicts between authorities and people under authority in each of the situations role-played. For example, students might decide to:
   1. role-play various means of managing each conflict and then vote to decide the fairest means;
   2. conduct a mock trial to decide how a conflict in a particular situation should be managed;
   3. create policies to cover the management of certain types of conflicts.

LESSON FOURTEEN

TOPICAL QUESTION:

What are the differences between power and authority? How can positions of authority be used or misused?

OBJECTIVE:

The student should be able to make some simple distinctions between the exercise of power and legitimate authority, describe means of managing situations in which power rather than legitimate authority has been exercised, examine some of the ways in which positions of authority might be misused giving reasons for possible misuses of authority in specific situations, identify some of the difficulties that might arise in holding a position of authority in a specific situation, and describe means of managing or minimizing these difficulties.

Suggested approach:

A. You might wish to begin the lesson with a discussion of some of the differences between power and legitimate authority. While this might be done in any number of ways, we have given an example of how a cartoon might be used for this purpose.

QUESTIONS FOR DISCUSSION:

Question: Ask students to describe what is happening in the cartoon and to read the captions.

Possible Student Response: (Students describe the cartoon.)

Question: Are the smaller children on the playground doing what the large boy has apparently told them to do? Can you explain why?

Possible Student Response: (Students explain that the others appear to be leaving the playground because they are afraid of the larger boy.)

Question: The large boy seems to have the power to be in charge of this situation. Does he have the authority? Why?

Possible Student Response: (Students discuss some of the differences between power and legitimate authority, e.g. "The large boy is not supposed to be in charge of the playground or to tell smaller children what to do but he is able to do this because he is larger and stronger than the others and they are afraid not to do what he says even though he may be wrong.")

Question: Can you think of other situations at home or in the community where people use power rather than proper authority?

Possible Student Response: (Students describe other situations where power as opposed to proper authority is sometimes exercised, e.g., an older brother or sister making a younger child comply with his wishes; older school children taking younger children's milk or lunch money.)

Question: What can be done when someone uses power rather than proper authority in situations like these?

Possible Student Response: (Students describe various means of managing situations in which power as opposed to proper use of authority has been exercised, e.g. "You can refuse to obey the person exercising power"; "You may report the action to a proper authority"; "You may try to avoid situations where people exercise power rather than proper authority", etc.)

B. After having discussed some of the distinctions between power and authority, you might examine some of the ways in which positions of authority might be misused. We have chosen to do this through the use of a story about a babysitter who misuses the authority that has been delegated to her.

The Babysitter

Sarah and Mary hurried home from school. Tonight their parents would be going out to play cards with friends. This meant that Elizabeth would be babysitting for them. Sarah and Mary always had a good time when Elizabeth was babysitting. Elizabeth was strict but still they had fun. Elizabeth would help them color pictures after dinner; then she would play games with them for a while. When it was time for bed, Elizabeth would tell them a story and kiss each of them good night.

When the girls got home, their mother had some disappointing news. "Elizabeth just called and said that she has a test tomorrow at school and has to stay home and study, but her sister Shirley is going to come and babysit instead."

Sarah and Mary looked at each other. "Oh well," said Mary, "maybe she's just as nice as her sister." "Yes," said Sarah, "she probably is. It'll be all right."

Later that evening, Shirley arrived. She certainly seemed nice. She smiled as Sarah and Mary were introduced to her. "Now Shirley," said the girls' mother, "The girls know what they are supposed to do. They can color for a while after dinner and then play games for awhile. When it's time for bed, you might tell them a story like Elizabeth always does. Now girls, I want you to mind Shirley and remember that she is in charge while your father and I are away. If you have any trouble, Shirley, just send them to bed early." The girls and Shirley said good-bye to their parents and then the three of them were alone.

"I'll go and get the crayons," said Sarah. "I'll go and get some paper for us," said Mary. "Oh, no you don't," said Shirley. "I'm not going to have you to make a big mess I have to clean up." "But we never make a mess when we color," the girls said. "Besides, we'll clean up." "I have a book I want to read," said Shirley, "and I don't want you disturbing me so go into your room and close the door." "But what about the coloring?" said Mary about to cry. "No coloring," said Shirley, "and if you don't mind me this minute I'll make you go to bed." "Well can we at least play outside for a little while?" asked Sarah. Smack! Shirley gave Sarah a hard swat. "I told you to go to your room and you didn't mind me. So now you can go to bed."

By this time, both Sarah and Mary were feeling very angry and Sarah was sobbing from the swat Shirley gave her. The two girls walked slowly toward their room. It wasn't even 6:30 yet. The sky was still light outside.

The two girls got ready for bed. It looked as though there would be no story either. The girls got into bed. For what seemed like hours they lay there. They could hear Shirley in the living room talking and laughing with friends, who dropped in to visit. At last the two girls fell asleep.

The next thing Mary and Sarah knew the sky was dark outside and their parents were leaning over their beds and giving them a kiss goodnight. Shirley was just leaving. "Anytime you need a babysitter, just let me know," the girls heard her say. "Sarah and Mary and I got along just fine."

QUESTIONS FOR DISCUSSION:

Question: Who can tell us what the story was about?

Possible Student Response: (Students briefly re-tell the story.)

Question: What authority did Shirley have when the parents left her in charge of the house?

Possible Student Response: (Students discuss Shirley's authority, e.g., "She had the authority to take care of Sarah and Mary and to make certain decisions about what they would be permitted to do and when.")

Question: Who gave Shirley this authority?

Possible Student Response: The parents who are usually in authority gave Shirley permission to use this authority while they were gone.

Question: Do you think Shirley handled her authority well? Why?

Possible Student Response: (Students discuss whether Shirley handled her authority well or not and why, e.g., "She made sure that Sarah and Mary were safe but she didn't treat Sarah and Mary fairly and she didn't do what their parents asked her to do.")

Question: What are some of the differences between the way Shirley used her authority and the ways you think she should have used her authority?

Possible Student Response: (Students describe some of the differences between the ways Shirley used her authority and how they think she should have used her authority, e.g., "She made the girls go to bed early only because she didn't want to be bothered with them not because they were misbehaving"; "She hit Sarah just because she asked a question when she should have answered the question instead.")

C. At this point, you may wish to discuss some of the difficulties a person in authority faces in various situations. Examples of how this might be done are given below.

QUESTIONS FOR DISCUSSION:

Question: Ask students to describe situations in which they are or have been in authority.

Possible Student Response: (Students describe various situations in which they have had authority, e.g., "When I was in charge of the listening center"; "When I take care of my pets at home"; "When a friend comes over to my house to play.")

Question: Ask the students to describe difficulties that might arise in situations in which they are in authority. For example, "What might you do if the other children didn't like the way you were handling the listening center?" "What do you think you would do if one of your pets suddenly became ill?" "What do you think you would do if a friend playing at your house wanted to do something that you knew you were not supposed to do?"

Possible Student Response: (Students discuss various difficulties that might arise in different situations. They might then role-play ways in which these difficulties might be managed. This could be followed by a discussion of whether proper use or misuse of authority was exercised in managing these difficulties.)

D. You might also wish to give students direct experience in assuming authority within the classroom. For example, you might ask one child to be in charge of classroom clean up, and you might ask another child to be in charge of passing out recess equipment or papers. After students have had the opportunity to function in the roles of people in authority, you might discuss their experience in terms of the following kinds of questions.

   1. As an authority in this situation, what do you think was your role?
   2. What do you think were the roles of people under your authority?
   3. Do you think you used your authority properly? Why? How do people who were under your authority think you used your authority? Why?
   4. Were there difficulties that arose that you as an authority had to manage? If so, what were they?
   5. How did you manage difficulties that arose? Do you think they were managed fairly? Why?

LESSON FIFTEEN

TOPICAL QUESTION:

How can an individual or individuals in authority be held responsible?

OBJECTIVE:

The student should be able to identify ways in which people might be held responsible for their exercise of authority in specific situations, and decide upon fair and effective means of holding people responsible for their exercise of authority in specific situations.

SUGGESTED APPROACH:

A. To raise the question of how an individual or individuals in authority may be held responsible, you might present students with a situation in which a position of authority has been misused by an individual or individuals. Students might then be asked to discuss ways in which the individual(s) might be held accountable for their actions. The story of "The Babysitter" presented in the previous lesson, provides a situation that you might find useful for this purpose. On the following pages we will show how "The Babysitter" might be used as a springboard for the study of how people in authority can be held responsible.

QUESTIONS FOR DISCUSSION:

Question: What did Shirley tell Mr. and Mrs. Smith after she babysat for Sarah and Mary?

Possible Student Response: She said that she could babysit anytime and that she, Sarah and Mary got along just fine.

Question: What do you think Sarah and Mary will tell their parents about Shirley?

Possible Student Response: They will probably tell their parents what really happened.

Question: What might take place when Sarah and Mary tell their parents how Shirley behaved?

Possible Student Response: (Ask several different sets of children to play the parts of Sarah, Mary, and Mr. and Mrs. Smith. After the scene has been role-played each time, ask students to discuss what took place and why.)

Question: Do you think Mr. and Mrs. Smith will ask Shirley to babysit again? Can you explain why?

Possible Student Response: (Students discuss whether or not Mr. and Mrs. Smith will ask Shirley to babysit again and why, e.g., "Probably not because she didn't do the things she was expected to do and she wasn't truthful with Mr. and Mrs. Smith about what took place.")

Question: What do you think will happen as a result of Shirley's misuse of the authority given to her? How might she be held responsible?

Possible Student Response: (Students discuss ways in which Shirley might be held responsible for the misuse of her authority, e.g., "She probably won't be asked to babysit for the Smith family again"; "Mr. and Mrs. Smith may tell other parents how she behaved and they might not hire her either; Mr. and Mrs. Smith might call Shirley or her parents and complain.)

B. Present or ask students to describe additional situations that raise questions as to how an individual or individuals in authority might be held responsible. For example you might use pictures used in previous lessons that show people in positions of authority. For each picture you might ask such questions as the following.
   1. Who is a person in authority in this picture?
   2. What is the person in authority supposed to do? How is he expected to behave?
   3. What might happen if this person did not behave as he is supposed to?
   4. How might this person be held responsible for a misuse of authority?

C. Apply the questions in B, above, to locally identified "authorities".

LESSON SIXTEEN

TOPICAL QUESTION:

What authority is established to ensure that our common health needs are satisfied?

OBJECTIVE:

The student should be able to identify in simple terms laws respecting public health, sanitation and safety, and identify the authorities entitled to enforce these laws.

SUGGESTED APPROACH:

Invite a public health nurse (or health inspector) to the class to talk about regulations concerning communicable diseases, community water supplies, food processing and public institutions for the distribution of food.

QUESTIONS TO BE RAISED:

1. What are some laws enacted to protect our health and safety? Who made these laws?
2. Who ensures that these laws are obeyed? Who do these authorities work for?
3. What happens to those who disobey the laws?
4. What happens to the community when they are disobeyed?
5. How can we help those who are trying to satisfy our need for good health?

LESSON SEVENTEEN

TOPICAL QUESTION:

What agency is established to help us when our health breaks down or when we are injured?

OBJECTIVE:

The student should be able to identify the nursing station (hospital) as a government institution established to care for health needs, and explain where the resources come from to operate it.

SUGGESTED APPROACH:

Take the class on a field trip to the nursing station or hospital. This presents a good opportunity to discuss once again the importance of responsible behavior and the consequences of irresponsible behavior.

QUESTIONS TO BE RAISED:

1. What services does the nursing station provide us?
2. What did people do long ago when they were sick or injured?
3. What are the advantages of cooperation in caring for the sick?
4. What are some responsibilities of the nurses?
5. What are the consequences of their failure to take responsibility seriously?
6. What demands are made on the nurses' time?
7. Why did the nurses take up this service?
8. Who pays the nurses? Where does the money come from?
9. How much does it cost to maintain a health service in the community? Where does the money come from?

LESSON EIGHTEEN

TOPICAL QUESTION:

What can the class do to help safeguard health and promote safety?

OBJECTIVE:

The student should demonstrate his understanding and acceptance of his responsibility to contribute towards a healthy, safe environment by joining with other class members to establish a health and safety club.

SUGGESTED APPROACH:

A discussion should be held in class on the responsibility of each to contribute towards a healthy, safe environment. Preliminary discussions might then be held on the establishment of a club to promote health and safety. Focus on the purposes of such a club, various possible activities it might undertake, and the sharing of responsibilities by members of the club. It will be necessary as well to consider the question of limitation of class authority. An appealing name, and the prospect of purchasing crests or drawing up a charter might stimulate interest and enthusiasm.

Possible activities: school yard and classroom cleanups; occasional written reports by health and safety inspectors; a poster campaign in the school; safety consciousness at home with written reports of measures taken.

It is not necessary, or even desirable, to elect executive officers for the club. Individuals can be assigned specific duties, but all are equally responsible for the club's activities. The teacher can act as chairman.

Do not make any concrete decisions during this discussion.

LESSON NINETEEN

TOPICAL QUESTION:

How can club discussions and decision-making be carried out effectively?

OBJECTIVE:

The student should recognize and act upon the need to participate in discussion, to listen attentively (even to unpopular views) while others speak, to discuss issues and not personalities, to stick to the topic, to make decisions by majority vote after discussion, and to keep a record of decisions.

SUGGESTED APPROACH:

Discuss with students the best way to ensure that all ideas are heard, and the best way to decide what to do. When certain rules have been agreed upon, then a meeting should be held to determine specific answers, to make concrete decisions, concerning those matters raised in the previous lesson.

From the very beginning encourage students to make up their minds only after discussion is completed, but **before** the vote is actually taken (leave a pause of perhaps a minute for final reflections). Discourage students from changing their votes after they see what others are doing.

Keep a record of decisions made, the teacher writing the decision down upon dictation from the person who introduced the idea.

Resolve to hold meetings from time to time following agreed upon procedures. Standard formalities need not be observed.

LESSON TWENTY

TOPICAL QUESTION:

Is the majority always right?

OBJECTIVE:

The student should understand that the majority is not always right, and that while in most cases he ought to abide by duly consummated majority decisions, it is most important for the good of the community that he hold and continue to press his opposing arguments if he thinks that he is right.

SUGGESTED APPROACH:

Read the story **The Emperor's New Clothes** by Hans Christian Anderson to the class, then discuss the following questions.

1. Why were so many people afraid to say what they really saw?
2. Who was the "faithful minister" faithful to?

3. Should he have been more faithful to something else? What? Would the minister actually have been more faithful to the Emperor if he had been more faithful to the truth?
4. What do you think would have happened if the minister had told the Emperor that he saw nothing? (Pursue this to secondary and tertiary developments.)
5. Have you ever been afraid to speak your mind because you didn't want others to think you foolish or stupid? Would you care to tell us about it?
6. When a great many people think or say a certain thing, do you think they are always right? Can you tell about an incident where one person who disagreed with many was later proved to be right? (The teacher might relate the common opinion about space travel prior to its advent, and the popular cynicism as expressed by the New York Times when Robert Goddard was doing his rocket experiments.)
7. Should we be prepared to make some sacrifices in order to speak what we believe to be the truth? What harm might come to us? What good might result in the community?

LESSON TWENTY-ONE

TOPICAL QUESTION:

What government institutions are located in the community and what services do they offer?

OBJECTIVE:

The student should be able to identify the most important government institutions in his community and explain in essence the purpose of each.

SUGGESTED APPROACH:

Take the class on a walking (or bus) tour of the community, point out appropriate institutions, and elicit responses as to what they do, and which of our needs they meet. Have students take turns making a brief note on each. Gather and save these notes for use in the following lesson. Once again, this is an opportunity to stress responsible behavior.

LESSON TWENTY-TWO

TOPICAL QUESTION:

What relationship is there between the commonality of needs and the organization of government services?

OBJECTIVE:

The student should be able to explain that some needs are local, that some are regional and that others are nationwide. He should be able to identify by name, and locate on a map, those centers where decisions concerning each kind of need are made, and name the governments making such decisions.

SUGGESTED APPROACH:

Compile a list of government institutions and services in the community from the notes made by students on the tour. Point out the need to make policy decisions about these services, and through discussion try to determine who would be interested in making decisions about water and sewage services in the local community. Identify the local council as being responsible (where appropriate). List other local government services. Determine who would be interested in making decisions about Northern education. Identify the territorial council, and locate Yellowknife on the map. List other territorial government services. Determine who would be interested in making decisions about protection from crime. Identify the federal parliament and locate Ottawa on the map. List other federal government services.

LESSON TWENTY-THREE

TOPICAL QUESTION:

What is "the government"? Who makes the decisions that govern our community?

OBJECTIVE:

The student should be able to explain that although there are officials who make decisions that govern his community, none of these officials individually is "the government" and that each has authority only because it is given to him by the people. He should have begun to understand that government is a combination of principles, institutions and personnel that is intended to regulate society according to the will of the people. He should also know that many communities have a governing council elected by the people.

SUGGESTED APPROACH:

Invite the mayor, or chairman of the community council, to be a guest speaker in the class. He might be asked to bring along his symbols of office. The guest should be forewarned that the main purpose of his visit is to help the students to understand that although he does have real authority (describe areas of jurisdiction) he is not "the government", that his authority derives from the will of the people, and that it does have limits. This will be an excellent opportunity for students to use some of the knowledge they have gained about government in their questioning.

LESSON TWENTY-FOUR

TOPICAL QUESTION:

What are the basic rights and duties of citizens under democratic government?

OBJECTIVE:

The student should be able to enumerate some of the more basic rights of citizens in Canada and match them with corresponding duties.

SUGGESTED APPROACH:

Develop scripted role playing situations around incidents that are either "rightful" or not. After each drama, have students discuss the right involved, and match the right with one or more corresponding duties. Collectively record these rights and duties. Throughout the discussion introduce students to the concept of democracy. Their understanding of it need not be profound. Perhaps a sufficient understanding of it will be gained by contrasting it with well known dictatorships (Uganda under Amin; Germany under Hitler in the later years).

Examples of rights and duties:

— the right to have a voice in choosing our leaders
— the duty to choose in a thoughtful manner
— the right to speak our minds freely
— the duty to become informed before speaking out
— the right to use those services offered by our various governments
— the duty to pay our fair share of the burdens
— the right to protection from unlawful assault to our person or property
— the duty to avoid criminal behavior
— the right to assistance from our fellow citizens when we need it
— the duty to provide for ourselves when we do not, and the duty to assist others in need.

As a homework assignment, have each student write a brief statement either praising or criticizing some aspect of community life, or some aspect of the civic education program he has been involved in. Collect these for use in the following lesson.

LESSON TWENTY-FIVE

CULMINATION:

With due ceremony, to underline the importance of participation and the value of each participant, have each student in turn stand before the class to read the commentary he has written. There should be no criticism of the students' delivery, however, discussion may take place concerning the comments made.

ACTIVITIES

The following activities (and others of your own choosing) might be undertaken during the term of the course:

1. Hold a contest in which each student submits what he thinks to be a good idea for a worthwhile short-term class project. After discussion, vote to choose the best idea. Have the individual who proposed the best idea act as organizer, and follow through on the project. Ensure that burdens and benefits are shared.
2. Clip and post articles from various newspapers and magazines (arrangements have been made for The Interpreter and the Native Press to be sent to all schools) which identify various authorities and/or government activities. Discuss these articles along lines suggested by the themes of the grade four curriculum.
3. Maintain a bulletin board with pictures of Prime Ministers (past and present), Governors-General, the present Member(s) of Parliament, members of Territorial Council, and local council members. These pictures should be accompanied by brief biographies.
4. There are excellent activities related to this curriculum, suggested in the pamphlet **From Values to Laws** available from:

   Ministry of Education
   Mowat Block
   Queen's Park
   Toronto, Ontario
   M7A 1L2

5. Begin each civic education lesson by singing **O Canada.**

CIVICS

ility diversity freedon
nt constitution meetir
ce lobby commission
ament peoples resolut
ghtened town self-inte
nterests influence pat
ivision bill ordinance
rman secretary procec
lues morality institutic
us majority minority c
cutive legislature legi
r judiciary responsible
rage no demonstratior
tion ballot voter identit
nvestigation objectivit
r mandate suffrage al
onflict liberty traditior
minister commitment

iar
e enlighte
iple interes
o cer divisio oi
isdiction chairman secretar
ess issue values morality
ciety consensus majority mir
et taxes executive legis
on power judiciar
ent leverage no
cti
in
er

dom justice boundar
eting trial negotiatior
sioner franchise priva
olution civil rights hu
-interest common goo
patronage nepotism
nce by-law law statute
ocedure minutes agen
tution citizen objectivi
y choice member plur
legislation public serv
sible government repr
ation plebiscite petitio
entity competition autc
tivity territory life rebe
e alienation individua
ition symbol mayor c
ent debate decision di

LEVEL TWO

NWT
EDUCATION
1978

CIVIC
EDUCATION

LEVEL TWO

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES

CIVIC EDUCATION

LEVEL TWO

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1978

NOTE

Before beginning to teach lessons from this curriculum guide, the teacher is urged to read "An Introduction to Civic Education in the Northwest Territories" which is part of the civic education package. This manual contains important information on resources, as well as suggestions for alternative approaches and methods of implementation.

In addition, it provides some guidelines with respect to the spirit in which this program is to be taught, a matter of considerable importance in view of the sensitive nature of the subject.

GENERAL GOALS OF THE NORTHWEST TERRITORIES' CIVIC EDUCATION PROGRAM

The civic education program for schools in the Northwest Territories will seek the development of the good citizen in a democratic society.

1. The citizen understands and accepts the ultimate responsibility he has for shaping, directing and fulfilling his own life.
2. The citizen comprehends the essential harmonious relationship that exists between enlightened self-interest and the general interest of humanity.
3. The citizen appreciates that his rights are the rights of all.
4. The citizen grasps and acts on the principle of duty as well as right.
5. The citizen recognizes in democracy a valuable instrument for harmonizing the aspirations of others with his own, that is, for securing the common good.
6. The citizen respects and defends the essential principles of democracy.
7. The citizen appreciates the advantages of social cooperation, and in acting on this appreciation, recognizes the occasional need to set aside the attainment of certain values in order to attain others of greater worth.
8. The citizen investigates objectively and thoroughly before committing himself to belief or action.
9. The citizen appreciates those institutions which have served the common good, preserves and enhances them.

10. The citizen challenges and repudiates what is destructive of the common good.
11. The citizen initiates and promotes activity in favor of the common good.
12. In short, the citizen is thoughtful, informed and active; to enhance his own well being, he participates to the best of his ability in the process of social governance.

LEVEL TWO

The Level Two course in civic education is comprised of twenty-five lessons. It is intended that one lesson should be taught each week for a period of one hour (although certain lessons may require two class periods). However, as noted earlier, where Superintendents grant permission, civic education lessons may be blocked in some more effective or convenient organizational framework, providing that the total time allotment is observed, and that all the core objectives are met.

Over and above the twenty-five lessons, the remaining periods during the year are to be used for evaluation, review, club meetings, the showing of films and video-tapes, involvement in activities suggested at the end of the course outline, or any other related activities that the teacher may decide upon.

Lessons three, six and twenty-three are adapted from ON DIVERSITY LESSON PLANS. © Copyright Law in a Free Society 1974, 1976. Permission for use granted by Law in a Free Society, Santa Monica, California.

CONTENTS — LEVEL TWO

Major Theme: Simple Forms of Government

Lesson:

1. Defining self
2. Similarities and differences
3. Factors which influence diversity
4. Diversity in Canada today
5. Diversity in Canada long ago
6. The benefits of diversity
7. Class appreciation of diversity
8. Meeting procedures
9. The Inuit as a "people"
10. The simplest form of social governance
11. Consensus government
12. Dispute resolution
13. The beginnings of formal government
14. Valuing various identities
15. Leadership qualities
16. Women and leadership
17. Ranked societies
18. The concept of equality

19. The concept of confederation
20. The benefits of confederal government
21. Problems associated with diversity
22. Native concerns in a pluralistic society
23. The scope and limits of diversity
24. Canadians as a "people"
25. Culmination

RESOURCES

Primary Reference (one copy per student):

Indians: An Introduction to Canada's Native People; Canadian Association in Support of Native People

Supplementary References for Students:

Eskimos of Canada; Power; Collier-Macmillan Canada Ltd.
Indians of the Plains; Rogers; Royal Ontario Museum
Indians of the Subarctic; Rogers; Royal Ontario Museum
Living As Neighbors; Buckley and Jones; Holt, Rinehart

Additional References:

Curriculum guide for the theme **Diversity;** Law in a Free Society
The Canadian Indians: Yukon and Northwest Territories; Information Canada
The Evolution of Political Society; Fried; Random House, Inc.
A History of the Original Peoples of Northern Canada; Crowe; Arctic Institute of North America
Inside World Politics; Rogers and Clark; Macmillan
The Original People; Surtees; Holt, Rinehart and Winston of Canada, Limited
They Shared to Survive; Dewdney and Arbuckle; Macmillan of Canada
Leadership Among the North Eastern Athabascans; MacNersh; Anthropologica, **S**2, 1956

Audio-Visual Supports:

Canadian History Study Prints: Early Indian Cultures of North America; Fitzhenry and Whiteside
Historical Indian Biographies — 11" x 16" prints; Scholar's Choice
Indians of Canada; Jackdaw C16; Clarke Irwin
Indians of Canada; multi-media kit; Royal Ontario Museum (with NFB)
Nestum Asa: The Way It Was in the Beginning; Griffin

OBJECTIVES

By the end of the year all students taking the Level Two program should be in possession of that knowledge and those abilities designated as "core". Despite their being left out of the core, "supplementary objectives" — cognitive, affective and psychomotor — are important, and they are to be pursued as time, opportunity, and the varying levels of student ability will allow.

Teachers who find it necessary to do so, may, of course, concentrate on those lessons which embody the core objectives.

Core Objectives

The student should understand that a group naturally sees itself as "a people" when its members share a common race, language, religion, lifestyle and history.

The student should understand that there were and are a number of distinct Native peoples in Canada, and be able to identify at least two.

The student should understand that all Native peoples had in pre-contact times some method, however simple, of regulating social life, and that this process might be called **"government"**.

The student should understand that the essential purposes of government are the protection of individual rights, and promotion of the common good.

The student should understand that one of the simplest forms of social governance is a system where all group members are considered equal in status, and where group decisions are reached by consensus. He should be able to identify the Inuit as having had this form of government.

The student should understand that under consensus government individuals are free to disagree and to move outside the influence of this government if they wish.

The student should understand that a more complex and formal (not to imply "better") system of social governance is a system where leaders or chiefs with restricted authority are identified for specific purposes and limited times. He should be able to identify the Blackfoot as having had this form of government.

The student should understand that some societies are ranked or stratified with different individuals having different levels of authority, privilege and obligation. He should be able to identify the Haida as having had this form of government.

The student should understand that wisdom, courage, an interest in the welfare of the community, and the ability to make difficult decisions are some qualities that are desirable in a leader, and he should recognize that women as well as men may possess these qualities.

The student should understand that confederation refers to the act of peoples, states or nations joining together in a league. He should be able to identify the Iroquois peoples as having established a confederacy.

The student should understand that Canadians are not a people in the natural and traditional sense of that term, because there are, in Canada, many differences in race, language, religion and early history.

The student should understand that Canadians might be considered to be a people in the sense that they (the majority) choose to live together, and that they share some history, certain experiences and a common future.

The student should be able to explain that it is the duty of a chairman at a meeting to see that courtesy prevails, that one topic is discussed at a time, that minority opinions are heard, and that majority vote carries a decision.

The student should understand that a motion is a formal way of proposing that a meeting come to some decision. He should be able to verbalize the correct form both for moving and seconding motions.

Supplementary Objectives

The student should have begun to understand that differences among people are attributable in part to biological, geographic and social factors.

The student should have begun to appreciate that diffferences among people help to make life interesting, and that these differences contribute towards progress by stimulating new ideas.

The student should have begun to understand that a country which contains different peoples may be troubled by prejudice, lack of understanding and cooperation among its different groups, difficulty in effecting large-group action, and insensitivity to minority group values.

The student should be aware that many Native people in Canada do not want to be subject to majority rule by other Canadians in all aspects of their lives, because majority rule tends to stand in the way of their identification and action as peoples.

The student should have begun to understand that for the good of a larger group, if its continued existence is considered desirable, smaller groups within must sometimes limit their freedom to be different.

The student should have begun to understand that it is possible to some extent to choose one's principal identity.

The student should have begun to understand that improved trade, an extended peace area and greater security in the face of external threats are some of the benefits of confederation.

The student should know that disputes between individuals under many simple forms of social governance were left to individuals to resolve, and that vendettas often resulted.

The student should know that disputes among Native peoples (nations) were often resolved by the use of physical force, and that this method of dispute resolution is still very common in the world today.

The student should recognize that the actual absolute equality of individuals does not exist.

The student should have begun to understand that the equal treatment of individuals or groups does not mean treating all in precisely the same way.

The student should be able to act effectively as the chairman of a meeting to the extent that he can ensure that one topic is dealt with at a time, that minority opinions are heard, and that majority vote carries a decision.

The student should be able to participate effectively at meetings by moving, seconding and voting on motions.

The student should be able to stand before the class and deliver, with referral to notes, a brief, prepared statement.

LESSON ONE

TOPICAL QUESTION:

Who am I?

OBJECTIVE:

The student should be able to identify himself in terms of various stated categories.

SUGGESTED APPROACH:

Have each student prepare a self-identification chart. Among the categories which might be considered are these:

- individual identity (given name)
- personal physical characteristics
- sex
- age
- family
- school class
- community residence
- regional residence
- nationality
- mother tongue
- race
- creed
- membership (clubs, organizations)
- interests
- skills
- species

Help the student to see that he is in a sense many different people depending upon the category used for identification.

LESSON TWO

TOPICAL QUESTION:

In what ways am I like others and in what ways am I different?

OBJECTIVE:

The student should be able to recognize his uniqueness as an individual, and identify the ways in which he has links with others.

SUGGESTED APPROACH:

Generate a game atmosphere in which fluid groupings are formed and re-formed depending upon the category chosen. Say, for instance, "All those who are the person Sally Kadlook come to this side of the room, and all those who are not, go to the other". Or again, "Those who are girls come to this side of the room, and those who are boys go to the other". Whenever groups form together, have the members link arms to represent the bond that exists among them. At appropriate places, stop to discuss the following questions, and others that may occur to you as you select the various categories.

Individual identity

1. Could anyone else in the whole world stand where Sally Kadlook is standing now? Why not?
2. How does it feel to be different from everyone else? What is nice about it? What is troublesome?

Some skill which characterizes only one person in the group

1. Is Emma the only person in the group who has this skill?

2. Is Emma the only person in the world who has this skill?
3. Do other people have skills that Emma does not have?
4. Is it important that different people have different skills?

Some interest which characterizes only one person in the group

1. Is Simon the only person in the group who has this interest?
2. Is Simon the only person in the world who has this interest?
3. Is it important that different people have different interests?
4. Should Simon give up his interest because it is held by few?

Nationality

1. Can a short person be a Canadian? a piano player? a boy? an Inuit?
2. What does it mean to be a Canadian?
3. How can we help to make sure that all sorts of different people feel good about being Canadians?

Species

1. What is a human being? How is he different from other beings?
2. What do human beings have in common?
3. How can human beings get along together despite all their differences?

Do not attempt the process of valuing various identities. This will be undertaken later.

End the lesson by having students take up individual stations in recognition of their uniqueness, and then repeat those categories that bring the whole group together: members of the fifth grade classroom, Canadians, human beings.

LESSON THREE

TOPICAL QUESTION:

Why are there differences among human beings? What are some of the factors which affect diversity?

OBJECTIVE:

The student should be able to identify biological, geographical and social factors as important contributors to diversity.

SUGGESTED APPROACH:

Divide the class into five groups. Provide each group with illustrations (pictures, recordings) of differences among people in physical characteristics, habitat, occupation, language and various other aspects of culture (art, architecture, etc.). Ask each group to offer reasons that account for the differences.

Discuss the findings of each group. Elicit the ideas that much of what we are and do is determined by heredity and environment; that we have no choice about our heredity and early environment; and that we can begin to build on what we are when we recognize that that possibility exists (that is, we can cultivate tastes, learn languages that we do not know, adopt practices of others who are unlike ourselves, and so on).

LESSON FOUR

TOPICAL QUESTION:

What are some manifestations of diversity in Canada today?

OBJECTIVE:

The student should be able to explain in a general way the extent of diversity in Canada in terms of race, religion, ethnicity, language and geography.

SUGGESTED APPROACH:

After discussing diversity in Canada, have students work together on a Canadian collage. Begin with a large outline map of Canada. Add pictures of people who belong to various races, religions, and ethnic groups, and pictures of people who work at various occupations which are determined in part by geographical location. Include written expressions in various languages. Stress the theme: Canadians All.

LESSON FIVE

TOPICAL QUESTION:

Was there diversity in Canada prior to the coming of Europeans?

OBJECTIVE:

The student should be able to explain that among people commonly identified — because of similar physical characteristics — as "Natives" in Canada, there were, and are, differences of language, religion, economic activity, dress, habitation, social structure and government.

SUGGESTED APPROACH:

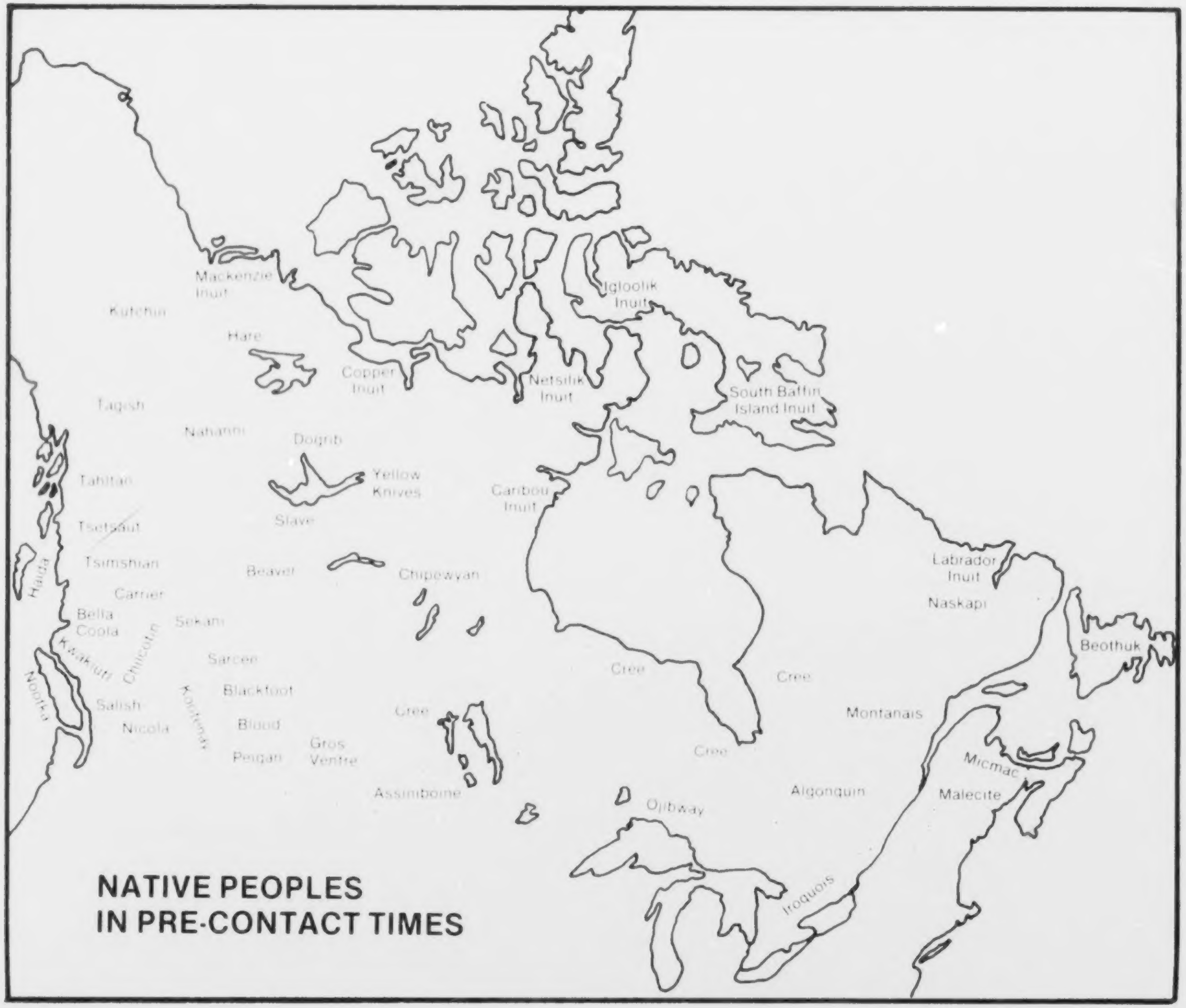
Using pictures of individuals belonging to various native groups, stimulate discussion on diversity among Canada's native people. Elicit information on the various tribes (names and other details) that occupied the territory that is now called Canada. Use this information to fill in an outline map, and complete it with information from the accompanying map. Point out that some individual tribes, and some groups of associated tribes considered themselves to be a "people" or a "nation".

For your information the major language **groups** are as follows:

1 Algonkian
2 Athapaskan
3 Beothukan
4 Haidan
5 Iroguoian
6 Kootenyan
7 Salishan
8 Siouian (Assiniboine)
9 Tlinkit (Tagish)
10 Tsimshian
11 Wakashan (Nootka)
12 Inuktitut

The two most widespread Indian language groups are Algonkian and Athapaskan. Different, but related, languages are spoken by people of the tribes noted below.

Algonkian	**Athapaskan**
Algonquin	Beaver
Blackfoot	Chipewyan
Blood	Dogrib
Cree	Hare


Mackenzie Inuit
Kutchin
Hare
Copper Inuit
Igloolik Inuit
Netsilik Inuit
South Baffin Island Inuit
Tagish
Nahanni
Dogrib
Yellow Knives
Caribou Inuit
Tahltan
Slave
Tsetsaut
Tsimshian
Beaver
Chipewyan
Haida
Carrier
Labrador Inuit
Bella Coola
Sekani
Naskapi
Beothuk
Kwakiutl
Chilcotin
Sarcee
Cree
Cree
Nootka
Kootenay
Blackfoot
Salish
Cree
Montanais
Nicola
Blood
Gros Ventre
Peigan
Cree
Micmac
Assiniboine
Malecite
Algonquin
Ojibway
Iroquois

NATIVE PEOPLES IN PRE-CONTACT TIMES

Gros Ventre
Micmac
Montagnais
Naskapi
Ojibway
Piegan

Kutchin
Nahanni
Slave
Yellowknives

LESSON SIX

TOPICAL QUESTION:

What are some of the benefits of diversity?

OBJECTIVE:

The student should be able to identify and explain some of the benefits of diversity to individuals and to society.

SUGGESTED APPROACH:

Arrange to have recordings of various kinds of music (or perhaps samplings of different styles of art). Play these for the class. Discuss them in terms of the following questions:

1. Do you like this music?
2. If you do not, why not?
3. Do you think you could ever get to like it? In what circumstances? (When tastes are cultivated? When moods change?)
4. Why do you think someone would choose to compose it?
5. Are there other people who might like this kind of music?
6. How would you feel if the only kind of music written were a kind that you do not like?
7. How do you think others might feel if the only kind of music written were the kind that you like?
8. Is there room in the world for many kinds of music?
9. Is it possible to admire, or take an interest in, music that we do not actually like?
10. Is it important to try to understand why others like things that we do not like?
11. Is it important to allow others the opportunity to appreciate the things they like?
12. Is it possible to get to like things that seem at first to be strange and uncomfortable? Can you give an example?

During the discussion some of these benefits might be noted:

a. diversity stimulates productive intellectual activity, resulting in growth for individuals and new benefits for society;
b. diversity provides opportunity for identification and growth of self-esteem;
c. diversity helps to ensure that society does not become monolithic and, as a result, boring for many people;
d. diversity provides a focus for the exercise of freedom;
e. diversity within a nation can lead to improved international understanding.

LESSON SEVEN

TOPICAL QUESTION:

What can the class do to help promote a greater appreciation of the values of diversity and pluralism?

OBJECTIVE:

The student should demonstrate his increased appreciation of individual and social differences by his willingness to join with others in exploring diversity and pluralism, and by seeking the benefits these can confer.

SUGGESTED APPROACH:

A discussion should be held in class concerning the possibility of working together to learn more about the benefits of individual and social differences. Preliminary discussions might then be held on the establishment of a club to explore diversity and pluralism in the local area. Focus on the purposes of such a club, various possible activities it might undertake, and the sharing of responsibilities by members of the club. An appealing name, and the prospect of purchasing crests or drawing up a charter might stimulate interest and enthusiasm.

Possible activities: pen friends; arranging cross-cultural associations between class members for specific pleasant purposes, and for limited periods of time; welcoming new class members; holding demonstrations of hobbies and special private interests; arranging for displays of different kinds of art, clothing, etc.; inviting members of various cultural groups to demonstrate language, cooking, clothing, art, music or costume in the classroom.

Do not make any concrete decisions during this discussion.

LESSON EIGHT

TOPICAL QUESTION:

How can club discussions and decision making be carried out effectively?

OBJECTIVE:

The student should be able to explain that it is the duty of a chairman to see that courtesy prevails, that one topic is discussed at a time, that minority opinions are heard, and that majority vote carries a decision. He should also be able to verbalize the correct form for moving and seconding motions.

SUGGESTED APPROACH:

Reintroduce the idea of forming a friendship club. Discuss with students the best way to ensure that all ideas are heard, and the best way to decide what to do. Choose a chairman to ensure that, in discussion, all are treated courteously and justly, that one thing is dealt with at a time, that minority opinions are heard and that the majority finally prevails. When it is apparent that the first decision is ready to be made with respect to the matters introduced in the previous lesson, raise the question of putting motions. Explain what a motion is, how it is introduced, and how it is dealt with thereafter. Record decisions verbatim yourself. Keep this record for referral.

Choose (not elect) a new chairman for each new issue that arises to ensure that as many as possible have the opportunity to serve in that capacity. Assist the chairman wherever necessary.

On each occasion where a decision must be made, encourage students to make up their minds only **after** discussion is completed, but **before** the vote is actually taken (leave a pause of perhaps a minute for final reflections). Discourage students from changing their votes after they see what others are doing.

Resolve to hold meetings from time to time to conduct the business of the club. Continue to choose a new chairman for each issue that arises.

Do not elect a formal executive for the club. Individuals may be assigned specific duties, but all are responsible for the club's activities.

TEACHER RESOURCE: Parliamentary Procedure in the Civics Kit.

LESSON NINE

TOPICAL QUESTION:

Why did (do) the Inuit consider themselves to be "a people"?

OBJECTIVE:

The student should understand that a group naturally sees itself as "a people" when its members share a common race, language, religion, lifestyle, and history.

SUGGESTED APPROACH:

Study the appropriate material in **Indians** and in **Eskimos of Canada** and on pages 20-21 of Crowe; also offer picture support material. Identify those elements of physical appearance, dress, habitation, occupation, and so on, which promoted a natural common identification among the Inuit.

QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What practical implications, if any, did this common identity have? Does it have other implications today?
2. Is it quite natural to identify with others when you share so many characteristics with them?
3. Are there other "peoples" in Canada? Name some.
4. Why does a people sometimes come into conflict with other peoples?
5. What does one people have in common with all others in the world?
6. Is it possible for one people to associate with others to secure a common good? What problems might arise?

LESSON TEN

TOPICAL QUESTION:

What is social governance like in its simplest form?

OBJECTIVE:

The student should understand that one of the simplest forms of social governance is a system where all group members are considered equal in status, and where group decisions are reached by consensus. He should be able to identify the Inuit as having had this form of government.

SUGGESTED APPROACH:

Study the material on pp 53-55 in **Indians** and the material on pp 16-18 in **Eskimos of Canada**. Discuss this material in terms of the following questions:

1. How was Inuit society organized?
2. What are some reasons that might explain this organization?
3. What rules governed hunting and sharing? Who or what enforced these rules?
4. Who had authority in Inuit society? What were the limits of this authority?
5. Can we say that Inuit society was governed? had government? had **a** government? Why or why not?
6. What seemed to be the main purposes of any customary regulation that governed Inuit society? (Helping individuals to survive, and promoting the common good).

LESSON ELEVEN

TOPICAL QUESTION:

What are the essential characteristics of consensus government?

OBJECTIVE:

The student should understand that under consensus government individuals are left free to disagree and to move outside the influence of this government if they wish.

SUGGESTED APPROACH:

Extract and present the essential information on social governance among Northern Indians from pp 34-35 and pp 39-54 of Crowe, and pp 4 and 13-15 of **Indians of the Subarctic**. Note especially those characteristics of population, climate and topography which have a bearing on shaping consensus government. Consider the advantages and disadvantages of this type of government.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Why did leadership change from circumstance to circumstance?
2. Can you identify any qualities that always seemed to be considered desirable for leadership?
3. What obligations did community members have to obey their leaders? What pressures often secured obedience?
4. What seemed to be the main purposes of government among Northern Indians? Are these purposes the same as those among the Inuit?
5. Do we have consensus government today? Why or why not?

LESSON TWELVE

TOPICAL QUESTION:

How were disputes between individuals and disputes between peoples handled by Northern Indians?

OBJECTIVE:

The student should understand that disputes between individuals were generally left to themselves to resolve, and that vendettas often resulted; and he should understand as well that disputes between peoples were often settled by physical force, a method of dispute resolution that is still practiced in various parts of the world today.

SUGGESTED APPROACH:

Referring to the same resources used in the previous lesson, discuss the information on dispute resolution.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What were some causes of disagreement between individuals?
2. What is a vendetta? How can vendetta be avoided?
3. What are the advantages of leaving private disputes to be settled privately? the disadvantages?

4. What disagreements might arise between individuals and the group? How were they resolved?
5. What is social pressure? ostracism? Why were they so effective among Northern Indians?
6. What disagreements might arise between peoples?
7. What are the advantages of using force to settle disputes? the disadvantages? Can you tell how disputes between nations are settled today?

LESSON THIRTEEN

TOPICAL QUESTION:

What marks the beginnings of formal (institutional) government?

OBJECTIVE:

The student should understand that what we call **a** government has its beginnings when leaders, however weak their authority or limited their time of tenure, are identified for specific purposes.

SUGGESTED APPROACH:

Study the material on p 19 and on pp 24-26 of **Indians**, and pp 4-5 and 14-15 of **Indians of the Plains**. Note especially the slightly more formalized leadership among the Blackfoot when compared to that among the Inuit and Dene.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What similarities do you find between Blackfoot government and the government of the Inuit and Dene? What accounts for these similarities? What differences do you find, and what accounts for them?
2. In what ways can changing circumstances change the lifestyle and the government of a people?
3. In what ways does need determine what is permissible (legal) in a society?
4. Was the authority of Blackfoot chiefs unquestioned? What are the advantages of having a chief (leader) with real and unquestioned authority? the disadvantages?
5. What seemed to be the main purposes of government among the Blackfoot? Are these purposes the same as those among peoples we have already studied?

LESSON FOURTEEN

TOPICAL QUESTION:

What element of choice is involved in the determination of one's own concept of one's principal, personal identity?

OBJECTIVE:

The student should understand that it is possible to some extent to choose his own principal identity.

SUGGESTED APPROACH:

Read this story to the students and discuss it in terms of the questions which follow:

Running Wolf

In a hollow near the crest of a hill, a young man lay in restless sleep beneath the open sky.

Below him, a tangle of woods spread darkly across the hillside. And high above, wispy, silver clouds half-hid the face of a glowing moon.

Somewhere in the valley a wolf howled mournfully. Its lonely cry drifted, echoed, then died. But it was not unheard.

Its last, faint whisper touched the young man's soul. He stirred and woke, slowly at first, unsure of what was happening. But then suddenly he was standing, wide-eyed and vital.

"I have had my dream!" he shouted happily to the listening night. "I have seen the wolf. I have spoken with him. He is cunning. He is strong. He will be my spirit. And I will be like him."

He thrilled to the images that still burned brightly in his mind.

"I am Running Wolf," he pronounced solemnly to himself. "At last I am a Piegan warrior!

1. How does Running Wolf see himself? (What is his principal personal identity?)
2. Can he choose to see himself in other ways? What are they?
3. Is he an individual? a young man? a Blackfoot? a plains Indian? a human being?
4. Do you think he sometimes looks at himself in these ways?
5. Why are they seemingly not as important to him?
6. Can he choose to make one of these other identities more important? Why might he want to?
7. Can a girl choose not to be a girl? or a boy choose not to be a boy? What other identities can a girl (a boy) have? Does a girl (a boy) have to make her sex her most important identity (the one she values most)? Can she if she wishes?
8. Can a Dene (Inuit, white) choose not to be a Dene? What other identities can a Dene have? Does a Dene have to make his race his most important identity (the one he values most)? Can he if he wishes?
9. Why is it hard to choose individuality as your most important identity?
10. Does group identity, and need for group identity, change with changing circumstances? Do you think it changes with age and maturity? Why?

LESSON FIFTEEN

TOPICAL QUESTION:

What are some qualities that seem to be important for leadership?

OBJECTIVE:

The student should understand that wisdom, courage, an interest in the welfare of the community, and the ability to make difficult decisions are some qualities that are desirable in a leader.

74

SUGGESTED APPROACH:

Study the material on pp 13-14 of **Indians** and extract the pertinent information on pp 61-65 of **They Shared to Survive**. In discussing the question of leadership qualities, refer as well to peoples already studied.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. In what ways was Huron society more structured than those societies we have already studied? What possibly accounts for this?
2. In what ways did Huron people cooperate for their mutual well being? How did they share the burdens and benefits in their society? Was the sharing fair?
3. What seemed to be the main purposes of government among the Huron? Are these purposes the same as those among the peoples we have already studied?
4. Did Huron chiefs seem to have more authority than the chiefs of those peoples we have already studied? How could one get to be a Huron chief? What are the advantages of this method? the disadvantages?
5. Why were women excluded from leadership? Do you think this practice hurt the Huron society? Why or why not?
6. Why were the Huron willing to spend so much time to settle matters "to everyone's satisfaction"?
7. What can we learn from their method of conducting meetings that will help us in the conduct of our own?
8. In what ways is government in our community today like Huron government? In what ways is it different?

LESSON SIXTEEN

TOPICAL QUESTION:

Who may possess those qualities that are considered important for leadership?

OBJECTIVE:

The student should recognize that women as well as men may possess those qualities that are considered important for leadership.

SUGGESTED APPROACH:

Invite a woman who holds a leadership role in the community to address the class. The guest should be informed ahead of time that she will be speaking to grade fives, and she should be asked to focus on the qualities of leadership, women who have possessed these qualities, and the ways in which role-expectations have militated against women who have been qualified for leadership.

QUESTIONS TO BE RAISED:

1. Why have women been excluded from leadership roles in many societies?
2. Do women find it difficult to attain leadership in Canada today? Why or why not?
3. What can we do to help ensure that women have the same opportunity as men to become leaders?
4. What can we do to help ensure that our country always has the best leaders available?
5. Are there (other) women on our local council? Who are they?

LESSON SEVENTEEN

TOPICAL QUESTION:

Are all societies equalitarian?

OBJECTIVE:

The student should understand that some societies are ranked or stratified with different individuals having different levels of authority, privilege and obligation. He should be able to identify the Haida as having had this form of government.

SUGGESTED APPROACH:

Study the material on pp 39-42 of **Indians**. Use page 6 of **The Original People** for support. Contrast the structure of Haida society with those peoples studied earlier.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. How do you think the ranking of lineages was established in the first place?
2. Who would most want to continue the ranking? Had these families the power to ensure that the system continued? What kinds of power did they have?
3. In what ways did the potlatch help to perpetuate the ranking system?
4. What are the benefits of a ranking system? to whom? What are its damaging aspects? to whom?
5. What is the principle that supports slavery? (Rule by the strongest). Is this principle acceptable as a means of social governance? How can it be overcome where it is the rule of society? (You might relate the story of Spartacus).
6. Where else has slavery been practiced? among other native groups? among Europeans? in the Middle and Far East?
7. Is slavery acceptable when slaves are treated "well"?
8. Would you say that equality was a concept important to the Haida? Why or why not?
9. Should the concept of equality be important in a society? Why or why not?

LESSON EIGHTEEN

TOPICAL QUESTION:

What are some factors that should be taken into account when considering the question of equality?

OBJECTIVE:

The student should recognize that absolute equality of individuals does not exist. He should understand that the equal treatment of individuals or groups does not mean treating all in precisely the same way.

SUGGESTED APPROACH:

Hold contests of strength, swiftness and mental alertness. Then discuss the following questions:

1. Are all people actually equal?
2. What are some ways in which people vary in ability?
3. Should people always be allowed to exploit the advantages they have in natural ability? Why or why not?

4. Does our society allow the strongest people to exploit their natural ability in whatever ways they want? Why or why not? Should there be limitations on the exploitation of other abilities as well? Why or why not?

Script and role-play a situation in which parents favor one child over another. Then discuss the following questions:

1. Are there some situations in which all members of a group should be treated equally? Why? What are some of these situations?

Script and role-play a situation in which someone representing a 200 pound miner and another representing a 10 year old girl are daily given the same small amount to eat. Then discuss the following questions:

1. Are both people being treated equally by giving both equal amounts of food?
2. Is it possible that the granting of unequal portions can sometimes represent equal treatment? Describe situations where this might be so.
3. Can you think of some principle which might help to ensure equal treatment? What is it?

Script and role-play a situation in which the "rules of the game" state that food will be earned by running a foot race — winner take all — but that all have the right to enter the race, and to start at the same point. Then discuss the following questions:

1. Do all have an equal opportunity to eat? Why or why not?
2. How can this situation be equalized? Should it be? Why or why not?

Create a game situation in which two people pull against each other as in tug-o-war, one of them being obviously stronger than the other. The winner is allowed first choice as to whom he will have pull on his side, and then the loser is allowed to make a choice. The pull is repeated with two people on each side. Again the winner is allowed first choice, and so on until the whole class is involved. Then discuss the following questions:

1. How did initial advantage affect the outcome?
2. Did each new entrant into the contest have an equal chance to win it?
3. Are there social situations where accumulated advantage distorts equality of opportunity?
4. In Canadian society, should all citizens have equal opportunity? Do you think they do? If not, what do you think government can do to restore equal opportunity?
5. Can you attempt a definition of equality?

LESSON NINETEEN

TOPICAL QUESTION:

What does "confederation" mean?

OBJECTIVE:

The student should understand that confederation refers to the act of peoples, states, or nations joining together in a league. He should be able to identify the Iroquois peoples as having established a confederacy.

SUGGESTED APPROACH:

Extract and present pertinent information on the Iroquois Confederacy from pp 9-13 of **The Original People** and pp 102-106 of **Inside World Politics**, or any other available source.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Were the Mohawk "a people"? the Seneca? and so on.
2. What name was given to the united group?
3. What limited powers did the confederal government have?
4. Why did the constitution limit each tribe to one vote regardless of numbers? Is this a fair procedure? Would it be fair if the confederal government had much greater powers?
5. What do you think of the Iroquois method of dispute resolution? What benefits did it have?
6. How did the role women played in goverment help to maintain peace and order? Is it a good idea to have men and women play different roles in government? Why or why not?
7. What circumstances both permitted and promoted the development of a relatively high level of sophistication in government amond the Iroquois? Do these circumstances have wider application? What implications arise from them?
8. What seemed to be the purposes of government among the Iroquois? Are these purposes the same as those among peoples we have already studied?

LESSON TWENTY

TOPICAL QUESTION:

What benefits can peoples gain by linking their lives to others through confederal government?

OBJECTIVE:

The student should understand that improved trade, an extended peace area and greater security in the face of external threats are some of the benefits of confederation.

SUGGESTED APPROACH:

Referring to the information studied in the previous lesson, have students identify those problems which, through a need to solve them, drew the Iroquois people together. Briefly sketch the situation that faced British colonies in North America just prior to Confederation in 1867. Note problems in the areas of trade, transportation and defence. (Detailed information is not required since Canadian confederation will be dealt with in grade six.) Draw the parallel between these two situations.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What kind of cooperation was required of the various people to establish and maintain the Iroquois Confederacy?
2. Why were these peoples willing to sacrifice some of their sovereignty to join the Confederacy?
3. How does external threat influence the need and the desire for confederal government? How does it affect the size and structure of government?
4. In what ways is the organization of the Iroquois Confederacy somewhat like the organization of the government of Canada?
5. What important advantage did the Iroquois Confederacy have over the confederation of British colonies? What implications could this have for government in Canada?

LESSON TWENTY-ONE

TOPICAL QUESTION:

What are some of the problems associated with diversity in a pluralistic social setting such as that created by a confederation?

OBJECTIVE:

The student should understand that among the problems associated with diversity in a pluralistic social setting are prejudice, a lack of understanding and cooperation between various groups, difficulty in effecting large-group action, and insensitivity to minority group values.

SUGGESTED APPROACH:

Script and role-play the situations noted below, then discuss these situations with reference to the questions which follow.

Create a situation in which two small groups representing different cultures — dressed differently and "speaking different languages" — attempt to interact with one another.

1. How do members of one group often view members of another? Why is this so? Do you think initial judgments are often wrong? Why is this so?
2. How can we get to understand members of other groups better? How can we help others to understand ourselves?

Create a situation in which one individual is left out of something because he is different from the others.

1. As an individual, regardless of what group he belongs to, how do you think he feels? Is the treatment he is given just? Why or why not?
2. What is prejudice? (Stress the notion of **pre**-judgment).
3. Is prejudice ever acceptable? Why or why not?
4. Why does it occur?
5. What can we do to help guard against prejudicial treatment of others? of ourselves?

Create a situation in which large-group activity is stymied because members of sub-groups always speak with one voice, and no group is willing to change.

1. What are the problems in this situation? How can they be solved?
2. How dependent should one be on his immediate group? Should individuals ever make decisions that are opposed to those of his immediate group? Why or why not? Under what circumstances?
3. Should groups (or individuals) ever sacrifice something they believe in, in order to enable a larger group they find desirable to get on with its work? Should they sacrifice everything they believe in? What are the limits?
4. Is the preservation of Canada worth making sacrifices for?

Create a situation in which the wishes of a small group are ignored by an insensitive majority.

1. What obligations does a majority have to listen to the wishes of a minority? to act upon their wishes?
2. What are some matters which minority groups should have control over in a pluralistic society? What are some matters which should be left to the large group to control?

LESSON TWENTY-TWO

TOPICAL QUESTION:

What concern do many Native people have about living in a pluralistic Canadian society?

OBJECTIVE:

The student should understand that many Native people in Canada are reluctant to subject themselves to simple majority rule in all matters, because majority rule tends to stand in the way of their identification and action as peoples.

SUGGESTED APPROACH:

Invite a Native leader to the classroom to explain in simple terms the concerns that Native people have. The speaker should be informed ahead of time that he will be speaking to grade five children, and that his principal focus should be on Native aspirations and how these may or may not be realized according to the kind of government Native people are subject to.

SOME QUESTIONS WHICH MIGHT BE RAISED:

1. Do you see yourself as a Canadian as well as a Dene (Inuk)?
2. Do you feel that you and your people benefit in any way by being a part of Canada?
3. What would your people like to achieve for themselves?
4. What worries you most about being subject to majority rule decisions by other Canadians?
5. What kind of government would you like to see for Native peoples in the N.W.T.?
6. Do all of your people agree with you? What would happen, under a new form of government, to those who do not?

LESSON TWENTY-THREE

TOPICAL QUESTION:

What should be the scope and limits of diversity?

OBJECTIVE:

The student should be able to develop and apply criteria to be used in deciding whether diversity should be limited in a specific situation, and if so, under what circumstances and to what degree it should be limited.

SUGGESTED APPROACH:

A. Begin the lesson by reading the following story to students.

> "I think it should go over here, Basil," yelled Peter as he put yet another block on the already growing pile.
>
> "No, no, you dummy," cried Basil, "if you put it there the whole thing is going to come down."
>
> "Ohhhhhh NO!" moaned the five other children who were working on the block bridge as the half-finished bridge toppled to the floor.
>
> "Now what?" Martha demanded angrily.
>
> "Well, there's nothing to do but to start all over again," Joseph sighed.
>
> "That's O.K.," Margaret snapped. "That old bridge wasn't any good anyway. Peter was right to put the block there. It would have made the bridge look pretty. Who wants

80

an old ugly bridge to mess everything up? We should have made it strong enough so that Peter could put that block there!"

"I think," whispered Sally, who hardly ever said anything, "we ought to let everybody have a say in how the bridge is built."

"Yeah, but some people's ideas aren't as good as others," Basil muttered under his breath.

"I know how to build bridges," Tom blustered, "'cause I've built lots of 'em and besides that my father works construction and he **told** me all about it. So you ought to listen to **me** . . . and to Basil too . . . because we KNOW!"

"You think you're so SMART!" Martha shouted. "Well, it just so happens that the rest of us know a few things TOO!"

And so it went. Mrs. Stokes, the fifth grade teacher, moved from group to group helping first the group that was working on the logging camp, then those who were working on the lumber mill, and then the group that was working on the roads and the logging trucks. Finally, she came to the group that was building the bridge.

"That's an interesting looking bridge," she commented. "But if you don't work a little more cooperatively with each other, you'll never finish by recess time."

By recess, all the other groups had finished their construction but the bridge group was still hard at work. All through recess they discussed and argued and changed the bridge. Two more times the bridge fell and had to be rebuilt. At last the bridge was finished. Basil, Martha, Sally and Tom were pleased with the results. Margaret, Peter and Joseph thought it should be worked on some more but they were voted down.

After recess, the rest of the class crowded around the bridge. Most of them agreed that it was the best bridge any group in their class had ever built.

B. After students have heard the story, discuss its content in terms of the following kinds of question.

Question: What were some of the differences among the members of the group working on the bridge?

Possible Student Response: (Students identify and describe some of the differences among the students working on the bridge, e.g., "Some were boys and some were girls"; "They had different ideas about how the bridge should be built"; "They had different ideas about who should decide where blocks should be put"; "They had different reactions when the bridge fell down; some were angry, some were sad, some were glad; "They had different ideas about the qualities a bridge should have"; "They had different knowledge about bridges"; "They had different ideas about how the group should work together".)

Question: What do you think may have been some of the reasons for these differences?

Possible Student Response: (Students discuss some of the possible reasons for the differences, e.g., "They may have had different experiences with other people and with working in groups which might account for their different ideas about how a group should work together"; "They might have different interests which would help account for their different ideas about what qualities a bridge should have. Some may have been more interested in strength of construction while others may have been more interested in the beauty of the bridge"; "They may have been born with or developed different abilities which might account for differences in their skill in placing blocks and in working with shapes"; "They might have learned to express their feelings in different ways, which might account for the differences in their reactions when the bridge fell — or the bridge falling may have meant different things to different group members, which might also account for the different reactions".)

Question: What do you think might have been the effects if there had been more differences within the group or if the differences there were had been greater?

Possible Student Response: (Students hypothesize about the possible effects of greater diversity within the group, e.g., "They might not have been able to build a bridge at all"; "It seems that if there had been more or greater differences they would have argued and maybe even gotten into a fight, and they wouldn't have been able to work together at all"; "Maybe they would have built an even more interesting bridge"; "There probably would have been more arguing and disagreeing and they might not have been able to decide on anything"; "Maybe those who were less interested in building the bridge or who felt that their voices were not being heard would have let others who were stronger or more interested build it the way they wanted to"; "Maybe some people's ideas would have been ignored and they would have felt useless and left out".)

Question: What do you think might have been the effects if there had been fewer differences within the group or if the differences had not been so great?

Possible Student Response: (Students hypothesize about the possible effects of lesser diversity, e.g., "The bridge might have been a less interesting bridge because there wouldn't have been so many different approaches included"; "They might have finished building the bridge a lot sooner"; "There might have been less arguing and disagreeing"; "They might have worked together more cooperatively and given each person a voice"; "Building the bridge might have been less exciting"; "They might have built a more sensible bridge"; "Each person might have felt better about himself and his contribution of ideas and work".)

Question: Under what circumstances do you think there might have been greater or fewer differences within the group?

Possible Student Response: (Students discuss possible causes of greater or lesser diversity within the group, e.g., "Mrs. Stokes might have made sure that each group was made up of students who shared similar interests or abilities which might have led to fewer differences"; "Each student might have chosen to work with a more compatible group"; "The children working in the group could have chosen to minimize their differences and tried to concentrate on their similarities and their goal"; "Mrs. Stokes might have included children in the bridge building group who had other differences or greater differences"; "Students might have maximized their differences and tried to force their ideas upon the group more strongly, and they might have been less willing to compromise which would have exaggerated the differences"; "The group, by chance, might have ended up with people who had greater differences than those already present".)

C. At this point, discussion could focus on some of the reasons for and circumstances under which diversity should be limited or must be limited in order to attain some other goal. For example, in the bridge building situation, under what circumstances would the diversity that exists within such a group have to be limited in order to achieve the goal of completing the bridge?

After some discussion, students might be asked to develop criteria for determining the scope and limits of diversity in particular situations. Criteria might include such considerations as:

1. Does the degree to which there are differences in this situation threaten to keep the goal from being accomplished?

2. Do the differences which are present interfere with fair procedures?
3. Does the exercise of differences interfere with others' rights to freedom?
4. Does the exercise of differences threaten safety or efficiency?
5. Does the exercise of differences disrupt by violence respect for and support for the differences?

LESSON TWENTY-FOUR

TOPICAL QUESTION:

Are Canadians "a people"?

OBJECTIVE:

The students should understand that Canadians, although they are not "a people" in the natural and traditional sense of that term, might be considered to be a people in the sense that they (the majority) choose to live together, and that they share some history, certain experiences and a common future.

SUGGESTED APPROACH:

Referring back to Lesson Four, elicit responses as to why so many diverse peoples can all be called Canadians. While a common race, language, religion and lifestyle may not be present (do not underestimate the importance of these) there are yet a number of important common points of identity. Among these are: common political, and in a broad sense, geographical boundaries; a common identity in the eyes of other nations; a shared history; an experience of living together; a sense of having done great things together in the past; a determination to do great things together in the future; and even certain common cultural preferences (old-time fiddling, square dancing, hockey, and so on). Discuss these findings in terms of the following questions:

1. Are Canadians "a people" in the sense that the Inuit are a people?
2. Are Canadians a people in any sense?
3. Why do you think people from Victoria to St. John's, from Windsor to Grise Fiord, why do Catholics, Protestants and Jews, why do francophones and anglophones, why do some members of every major race, call themselves Canadians? What do they see about themselves that they also see in other Canadians?
4. What are some symbols of being Canadian? (The flag, O Canada, the R.C.M.P., and so on. Introduce these to the class, and talk about them). How do you feel when you are confronted with these? Do they help you to feel "Canadian"? Do they help you to feel warm towards others who also treasure these symbols?

As a homework assignment have each student write and memorize a brief statement describing what being a Canadian means to him, and how much he values this identity compared to others that characterize him. Collect these for use in the following lesson.

LESSON TWENTY-FIVE

CULMINATION:

With due ceremony, to underline the importance of participation and the value of each participant, have each student in turn stand before the class to speak what he had earlier written as a homework assignment (notes may be used for referral). There should be no criticism of the students' delivery, however, discussion may take place concerning the comments made.

ACTIVITIES

The following activities (and others of your own choosing) might be undertaken during the term of the course:

1. Hold a contest in which each student submits what he thinks to be a good idea for a worthwhile short-term class project. After discussion, vote to choose the best idea. Have the individual who proposed the best idea act as organizer, and follow through on the project. Ensure that burdens and benefits are shared.
2. Clip and post articles from various newspapers and magazines (arrangements have been made for The Interpreter and the Native Press to be sent to all schools) which outline Native aspirations for self-government, describe cultural activities, or demonstrate the benefits or costs of diversity. Discuss these articles along lines suggested by the themes of the grade five curriculum.
3. Invite a native elder to the classroom to recall life in earlier times, especially with respect to social organization, governance and dispute resolution.
4. Take advantage of Heritage Day to promote an appreciation of Canada, and of the diverse peoples who make up her population.
5. Obtain and show films which will help students to develop an appreciation of other cultures.
6. Work together on some project that will serve to identify those things (concrete and abstract) which form the elements of a common Canadian identity.
7. Begin each civic education lesson by singing **O Canada**.

CIVICS

ility diversity freedon
nt constitution meetir
ce lobby commission
ament peoples resolut
ghtened town self-inte
nterests influence pat
ivision bill ordinance
rman secretary procec
lues morality institutic
s majority minority ch
cutive legislature legi
r judiciary responsible
rage no demonstratior
tion ballot voter identit
nvestigation objectivit
r mandate suffrage al
onflict liberty traditior
minister commitment

ian
e enlighten
iple interes
cer divisio
isdiction chairman secretar
ness issue values morality
ciety consensus majority mir
et taxes executive legis
ion power judiciar
ent leverage no
ti
in
er

edom justice boundar
eeting trial negotiatior
sioner franchise priva
olution civil rights hu
-interest common goo
patronage nepotism
nce by-law law statute
ocedure minutes agen
tution citizen objectivi
y choice member plur
legislation public serv
sible government repr
ation plebiscite petitio
entity competition auto
tivity territory life rebe
e alienation individua
ition symbol mayor c
ent debate decision di

LEVEL THREE

NWT
EDUCATION
1978

CIVIC EDUCATION

LEVEL THREE

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES

CIVIC EDUCATION

LEVEL THREE

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1978

NOTE

Before beginning to teach lessons from this curriculum guide, the teacher is urged to read "An Introduction to Civic Education in the Northwest Territories" which is part of the civic education package. This manual contains important information on resources, as well as suggestions for alternative approaches and methods of implementation.

In addition, it provides some guidelines with respect to the spirit in which this program is to be taught, a matter of considerable importance in view of the sensitive nature of the subject.

GENERAL GOALS OF THE NORTHWEST TERRITORIES' CIVIC EDUCATION PROGRAM

The civic education program for schools in the Northwest Territories will seek the development of the good citizen in a democratic society.

1. The citizen understands and accepts the ultimate responsibility he has for shaping, directing and fulfilling his own life.
2. The citizen comprehends the essential harmonious relationship that exists between enlightened self-interest and the general interest of humanity.
3. The citizen appreciates that his rights are the rights of all.
4. The citizen grasps and acts on the principle of duty as well as right.
5. The citizen recognizes in democracy a valuable instrument for harmonizing the aspirations of others with his own, that is, for securing the common good.
6. The citizen respects and defends the essential principles of democracy.
7. The citizen appreciates the advantages of social cooperation, and in acting on this appreciation, recognizes the occasional need to set aside the attainment of certain values in order to attain others of greater worth.
8. The citizen investigates objectively and thoroughly before committing himself to belief or action.
9. The citizen appreciates those institutions which have served the common good, preserves and enhances them.
10. The citizen challenges and repudiates what is destructive of the common good.
11. The citizen initiates and promotes activity in favor of the common good.
12. In short, the citizen is thoughtful, informed and active; to enhance his own well being, he participates to the best of his ability in the process of social governance.

LEVEL THREE

The Level Three course in civic education is comprised of twenty-five lessons. It is intended that one lesson should be taught each week for a period of one hour (although certain lessons may require two class periods). However, as noted earlier, where Superintendents grant permission, civic education lessons may be blocked in some more effective or convenient organizational framework, providing that the total time allotment is observed, and that all the core objectives are met.

Over and above the twenty-five lessons, the remaining periods during the year are to be used for evaluation, review, club meetings, the showing of films and video-tapes, involvement in activities suggested at the end of the course outline, or any other related activities that the teacher may decide upon.

Lesson eleven is adapted from ON PARTICIPATION LESSON PLANS. © Copyright Law in a Free Society 1973, 1976. Permission for use granted by Law in a Free Society, Santa Monica, California.

CONTENTS — LEVEL THREE

Major Theme: The Establishment and Growth of Canada as a Nation

Lesson:

1. British colonial possessions
2. Characteristics of a colony
3. Rupert's Land
4. Canada, 1867
5. The features of a federation
6. John A. Macdonald
7. Representative democracy
8. A representative's responsibilities
9. Responsible government
10. The secret ballot
11. The benefits and costs of participation
12. Class improvement of community life
13. Meeting procedures
14. Canada's acquisition of Rupert's Land
15. Problems facing the Metis
16. Problems facing the Indians
17. The concept of procedural justice
18. The use of violence to effect social change
19. The North-West Uprising, 1885
20. Commitment to principle
21. Courts of law
22. The elements of a fair hearing
23. New provinces
24. The Northwest Territories today
25. Culmination

RESOURCES

Primary Reference (one per student):

Canada in North America 1800-1901; Brown, Harman, Jeanneret; Copp Clark

Supplementary References for Students (one copy per five students):

- Footprints in Time: A Source Book in Canadian History; Smith; Dent
- The Canadians: John A. Macdonald; Waite; Fitzhenry and Whiteside Limited
- The Canadians: Poundmaker; Barnett; Fitzhenry and Whiteside Limited
- The Canadians: Louis Riel; Neering; Fitzhenry and Whiteside Limited

Additional References:

- As Long as This Land Shall Last; Fumoleau; McClelland and Stewart
- Canada: The Heroic Beginnings; Creighton; Information Canada
- Canada's Illustrated Heritage: Dawn of the Nation 1860-1870; Stephenson; Natural Science of Canada Limited (this series is excellent — should be in every library)
- Canada's Illustrated Heritage: The Age of Innocence 1870-1880; Collins; Natural Science of Canada Limited
- Canada's Illustrated Heritage: Canada Moves Westward 1880-1890; Batten; Natural Science of Canada Limited
- Curriculum Guides for the themes **Justice** and **Participation** — Law in a Free Society
- Encyclopedia Canadiana
- Gabriel Dumont; George Woodcock; Hurtig Publishers (very good for government on the prairies prior to Canadian constitutional government)
- Louis Riel: The Rebel and the Hero; Oxford University Press
- Parliamentary Procedure: A Programmed Introduction; Gray and Rea; Gage (in the Civics Kit)
- The Prime Ministers of Canada; Ondaatje; Pagurian Press Limited
- Riel's Manitoba Uprising; Anderson; Frontier Publishing Ltd.
- You Be The Judge; Carroll; George J. Macleod Ltd.

Audio-Visual Supports

- Canadian History 1850-1900 — Ideas and Activities Kit; Scholar's Choice
- The Canadian Geographic Journal Map (in the Civics Kit)
- The Days of the Treaties; Griffin — folder with picture support
- Portrait of the Governor-General; Supply and Services; Government of Canada
- Portrait of the Queen; Supply and Services; Government of Canada
- Portraits of the Prime Ministers; Dent (in the Civics Kit)
- Provincial Crests (plus Territorial and Federal); 17" x 22" posters; Scholar's Choice

Filmstrip

- Flags, Coats of Arms and Floral Emblems of Canada; Scholar's Choice

Sound Filmstrip Learning Package

- Metis and Native Uprisings and the Land Question; NC Press Ltd. ($99)

Films

- John A. Macdonald
- Violence Just For Fun
- William Lyon Mackenzie
- What Do You Think: Choosing a Leader
- What Do You Think: Making a Decision

OBJECTIVES

By the end of the year all students taking the Level Three program should be in possession of that knowledge and those abilities designated as "core". Despite their being left out of the core, "supplementary objectives" — cognitive, affective and psychomotor — are important, and they are to be pursued as time, opportunity and the varying levels of student ability will allow.

Teachers who find it necessary to do so, may, of course, concentrate on those lessons which embody the core objectives.

Core Objectives

The student should be able to name the British colonies in North America just prior to 1867, and explain that they were inhabited by a varying mixture of British, French and Native peoples.

The student should understand that a colony is subject to direction from "above", and that its people cannot make final decisions about their own affairs.

The student should know that a large part of what is now Canada was called Rupert's Land prior to 1870; that it was controlled by the Hudson's Bay Company under authority from the British government, and that this territory was inhabited by Indians, Inuit, Metis and a few Whites, with one rather large permanently settled area in the vicinity of the Red River.

The student should know that Canada (subsequently divided into the provinces of Ontario and Quebec), New Brunswick and Nova Scotia joined together to form a new country called Canada in 1867, largely for defence reasons, and to help each other prosper.

The student should know that the fundamental law creating Canada was the British North America Act, and that this act is Canada's "constitution".

The student should know that the new nation was a federation of provinces, which implies a constitutional sharing of powers; that the provinces were given power to make laws about such things as education and natural resources; and that the new federal government was given power to make laws about such things as money and banking, criminal justice, defence and trade with other countries. He should also know that the act of association was and is called "Confederation".

The student should know that the first Prime Minister of Canada was John A. Macdonald.

The student should know that a government is said to be "responsible" when the government in power is answerable to the people whom it governs, and not to some outside authority.

The student should know that Manitoba joined Confederation in 1870, British Columbia in 1871, Prince Edward Island in 1873, Alberta and Saskatchewan in 1905, and Newfoundland in 1949.

The student should know that various Native peoples fell subject to rule by the new Canadian government when it purchased Rupert's Land from the Hudson's Bay Company in 1870.

The student should know that Indians and Metis under the leadership of Louis Riel revolted against Canadian government rule in 1885 because they believed that the government was insensitive to their needs and wishes.

The student should know the present boundaries of the Northwest Territories, and know that they were fixed in 1912 when the boundaries of Manitoba, Ontario and Quebec were extended northward.

The student should know that courts of law are established by governments to try to ensure that all citizens are treated justly, and that their essential structure includes institutions to ensure that arguments from both the accuser and the accused are heard, and other institutions to pass judgment on guilt or innocence, and to impose penalties on those found guilty.

The student should know that ultimate political control of the Northwest Territories is still held by the federal government in Ottawa, although practical responsibility for certain matters has been transferred to the territorial government, and in turn to local councils.

The student should be able to enumerate the essential duties of a chairman and a secretary, and be able to participate effectively in a secret ballot election.

The student should understand the fundamental and binding nature of "laws" which form a club's constitution.

Supplementary Objectives

The student should know that the Metis in the Red River area were concerned about what would happen to their lives under the new government of Canada, and resented the fact that the Hudson's Bay Company had not consulted them on the transfer; that they were disturbed by the premature entry, in 1869, of Canadian government officials into what they considered their territory; and that they elected a temporary (provisional) government to negotiate their relationship with the new government of Canada.

The student should know that because of immigration to the province the Metis lost much of their influence over the new Manitoba government, and that measures were thereafter adopted by the new majority that changed the original nature of the province.

The student should know that as immigrants moved into the North-West Territories various Indian people were persuaded by the federal government to sign treaties, and that those who chose to follow traditional ways were assigned to reserves.

The student should know that Indians, by law, were never compelled to live on reserves, but that a system of passes to control their movements was instituted (without legal authority) in the plains area from the time of the Northwest Uprising in 1885 until, in certain cases, the mid-1930's.

The student should know that Louis Riel was tried by the Canadian government as a traitor, found guilty, and hanged, but that he was and is a hero to his own people, and to many others as well.

The student should understand that many people in history have believed that they can best serve themselves and the community by sacrificing time, wealth, comfort and even their lives to uphold principles to which they are deeply committed.

The student should have begun to understand that, rightly or wrongly from a moral point of view, a vast majority of the world's people see and have seen the use of physical violence as a justifiable option, first, where it is used to oppose the violence of others, and second, where it is used as a last resort to secure fundamental rights.

The student should have begun to understand that governments and courts of law, subject as they are to human frailty, cannot be infallible.

The student should be able to demonstrate that he understands the essential elements of fairness in a trial by participating with others to structure and conduct a mock trial that follows a pattern of fairness.

The student should have begun to understand that procedural justice in the ideal implies that all attempts have been made to ensure that the processes by which a decision is reached, as well as the outcome, are fair and just; but that in reality such processes often fall short of the ideal.

The student should have begun to understand that the concept of democracy includes these ideas: that all citizens should enjoy freedom of speech, of association, and of assembly; that all citizens should have equal legal and political rights; that all citizens who wish should have a voice in choosing leaders and making decisions; and that majority rule should prevail.

The student should understand that representative democracy is a style of government where certain members of the community (representatives) are chosen to make decisions for the whole community.

The student should have begun to understand that representatives are responsible for being informed about issues, for ascertaining and presenting the views of those who choose them, and for reaching decisions that are in the best interests of the whole community.

The student should have begun to understand that a secret ballot helps to ensure that people express their genuine beliefs when voting.

The student should have begun to understand that greater control over his own life, and an improved community environment, are the major benefits of participation in the democratic process.

The student should demonstrate that he understands and accepts his responsibility for the well-being of the community by participating with other class members in the formation and operation of a club devoted to helping younger students in the school.

The student should be able to stand before the class in a debate situation, and present two or three arguments supporting a particular position.

LESSON ONE

TOPICAL QUESTION:

What were the British colonial possessions in North America just prior to 1867, and who peopled these colonies?

OBJECTIVE:

The student should be able to name the British colonies in North America just prior to 1867, and explain that they were inhabited by a varying mixture of British, French and native peoples.

SUGGESTED APPROACH:

Extract appropriate information on the establishment of British colonies in North America from **Canada in North America**, and other sources. Present this material, stressing the independent development of each colony, and noting, in a general way, the group identities of inhabitants. Then, using the Canadian Geographic Journal map in your civics kit, have students sketch boundaries and enter the names of the various colonies on outline maps of Canada.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. How did the British come to control these areas? Were their methods acceptable in a moral sense? Were their methods different from those used by other nations which have possessed power? Why or why not?
2. If the British had not marched into North America does that mean that the area would have been left free from outside interference — the Native peoples left in peace? Why or why not? How would the answers to these questions have shaped British attitudes to vulnerable areas?
3. Were the Native peoples receptive to British colonization? Why or why not? Did their attitudes change with passing time? Why or why not?
4. What was the French attitude to British rule? Did they prefer British rule to possible American rule? Why or why not?
5. Did the New Caledonians see themselves as having a common identity with Lower Canadians? with Newfoundlanders? Why or why not?

LESSON TWO

TOPICAL QUESTION:

What is the main political characteristic of "colonial" status?

OBJECTIVE:

The student should understand that a colony is subject to direction from "above", and that its people cannot make final decisions about their own affairs.

SUGGESTED APPROACH:

Study the information on political problems in Upper Canada on pp 178-187 of **Canada in North America.** Discuss this information particularly in terms of the limitations imposed on colonial people with respect to self-government.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Why did Mackenzie dislike colonial government?
2. Why was Mackenzie not allowed to take his seat in the Assembly?
3. Why did he resort to violence? Did this radical action do any good for the people of Upper Canada? for Mackenzie himself?
4. Why was Mackenzie considered a traitor? Do you think he was?
5. Do people who choose to move to areas where there is colonial rule thereafter have a right to try to change the situation?

LESSON THREE

TOPICAL QUESTION:

What was the political status of Rupert's Land prior to 1870, and who were the inhabitants of that territory?

OBJECTIVE:

The student should know that a large part of what is now Canada was called Rupert's Land prior to 1870, that it was controlled by the Hudson's Bay Company under authority from the British government, and that this territory was inhabited by Indians, Inuit, Metis and a few Whites, with one rather large permanently settled area in the vicinity of the Red River.

SUGGESTED APPROACH:

Referring to material on pp 36-37, 81 and 87 of **Footprints in Time,** discuss the fur trade, the charter granted to the Hudson's Bay Company, and the Red River colony.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What changes, if any, had occurred in the government of Native peoples under regulation by the Hudson's Bay Company? in their life-style? Does a changing life-style create need for a change in the style of government?
2. Who were the Metis? What was their principal means of livelihood?
3. Were people in New Brunswick — or any of the other colonies — concerned with the kind of government that prevailed in Rupert's Land? Why or why not?
4. In what ways was the status of the North-Western Territory different from that of Rupert's Land?

LESSON FOUR

TOPICAL QUESTION:

What colonies joined together to form a new country in 1867, and why did they do so?

OBJECTIVE:

The student should know that Canada (subsequently divided into the provinces of Ontario and Quebec), New Brunswick and Nova Scotia joined together to form a new country called Canada in 1867, largely for defence reasons, and to help each other prosper.

SUGGESTED APPROACH:

Referring to the material on pp 253-262 of **Canada in North America** and pp 100-105 in **Footprints in Time**, discuss the reasons why the colonies of Canada, New Brunswick and Nova Scotia decided it was in their best interests to unite as one nation.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Did everyone in each of the colonies agree on the decision to confederate? Why did some oppose it?
2. Why did some colonies choose not to join the new country? Did they later change their minds? Why?
3. Was it necessary to call the new country Canada? What other names might have been chosen? Why do you think the name Canada was chosen?
4. Was there now a new nationality in the world? Who might be called a "Canadian"?
5. Were the people of the new country able to determine their lives completely? What role did Britain continue to play?

LESSON FIVE

TOPICAL QUESTION:

What is the main political feature of a federation?

OBJECTIVE:

The student should know that the fundamental law creating Canada was the British North America Act, and that this act is Canada's "constitution". He should also know that the new nation was a federation of provinces, which implies a constitutional sharing of powers; that the provinces were given power to make laws about such things as education and natural resources, and that the new federal government was given power to make laws about such things as money and banking, criminal justice, defence and trade with other countries. He should also know that the act of association was and is called "Confederation".

SUGGESTED APPROACH:

Study the material on pp 262-265 of **Canada in North America**, and pp 105-107 of **Footprints in Time.** Discuss it with an emphasis on the fact that the provinces do not get their power from the federal government but from the constitution. Note particularly the residual power granted to the federal government in Article VI.91.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Why was the BNA Act passed by the British parliament?
2. What is a constitutional monarchy?
3. In what ways was this federation similar to the Iroquois Confederacy?
4. Why were various powers allocated to the federal government or to the provinces as the case may be?
5. Should Native "nations" have been invited to join Confederation? Why were they not? Should they be now? What difficulties stand in the way?

LESSON SIX

TOPICAL QUESTION:

Who became the first Prime Minister of the new nation, and what qualities did he possess that won him the leadership?

OBJECTIVE:

The student should know that John A. Macdonald was the first Prime Minister of Canada, and that among those qualities which won him the leadership were intelligence, toughness, persistence, shrewdness, "the common touch", and a sense of humor.

SUGGESTED APPROACH:

Referring to the material on pp 3-6 of **The Canadians: John A. Macdonald,** or some other suitable source, discuss those qualities that helped him to leadership. Broaden the discussion to include those qualities that seem to be required to win leadership in a representative democracy.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What is shrewdness? How might a politician display shrewdness? Is shrewdness morally "good" behavior?
2. Where leaders are elected, do those who are willing to say what the people want to hear have a better chance of being elected? In what ways is this good? In what ways is it bad?
3. Where leaders are elected, do those who are more attractive personalities have a better chance of being elected? In what ways is this good? In what ways is it bad?
4. Who is the present Prime Minister? In what ways is he like John A. Macdonald? In what ways is he different?

LESSON SEVEN

TOPICAL QUESTION:

What are the main features of a representative democracy?

OBJECTIVE:

The student should know that Canada is a representative democracy, and that representative democracy is a style of government where certain members of the community (representatives) are chosen to make decisions for the whole community. He should also know that the concept of democracy includes these ideas: that all citizens should enjoy freedom of speech, of association, and of assembly; that all citizens should have equal legal and political rights; that all citizens who wish should have a voice in choosing leaders and making decisions; and that majority rule should prevail.

SUGGESTED APPROACH:

Display pictures of democracy in action (i.e. individuals or representatives speaking out, people associating with friends, attending meetings, and so on). Discuss what the people are doing, and inquire as to whether these same freedoms are enjoyed by people in all countries. Introduce the word "democracy". Emphasize its meaning by contrasting the situation in Canada with that in some well known autocracy. Explain that the new nation of Canada was styled as a representative democracy. Provide specifically Canadian illustrations for both the concept of representations and that of democracy.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Where did the concept of democracy originate? What differences were there between Grecian democracy and modern representative democracy? What accounts for these differences?
2. In what ways is representative democracy like the government of the Native peoples studied last year? In what ways is it different?
3. Does representative democracy allow for consensus decision making? Why do we not have consensus government in Canada?
4. Do you feel free and in control of your lives under this form of government? Do you know of any people who do not? Why do they not?

LESSON EIGHT

TOPICAL QUESTION:

What are the main responsibilities of a representative in a representative democracy?

OBJECTIVE:

The student should know that representatives are responsible for being informed about issues, for ascertaining and presenting the views of those who choose them, and for reaching decisions that are in the best interests of the whole community.

SUGGESTED APPROACH:

Focus discussion on the Member of Parliament for your constituency. Inquire into who chose him, what his powers, duties and responsibilities are, and some of the issues that confront him. Expand the discussion to note that representatives are sent to Ottawa from constituencies all over Canada to make decisions that will affect all Canadians.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What responsibility does a representative have to listen to the views of minorities in his constituency? to represent them?
2. What should a representative do if his opinion differs on some issue from that of the majority of his constituents?
3. Do all representatives represent an equal number of people? If they do not, why not? Is equal representation by population a principle that should be adhered to strictly? What would the implementation of this principle mean to the Northwest Territories?
4. What are the advantages of a representative system? the disadvantages?
5. Who are the people's representatives on the local council?

LESSON NINE

TOPICAL QUESTION:

What does "responsible government" mean?

OBJECTIVE:

The student should know that a government is said to be "responsible" when the government in power is answerable to the people whom it governs, and not to some outside authority.

SUGGESTED APPROACH:

Script and role-play a situation in which the class chooses a committee (government) to make some decision pertaining to classroom activities. At the point where a decision is reached, script alternative endings: one, where the large group obviously approves the committee's decision, but the decision is vetoed by the teacher (or some other authority); a second, where there is no external authority (including no constitution), but where the committee appropriates permanent and absolute power for itself, and implements an unpopular decision without recourse; and a third, where the committee's unpopular decision prevails, but where the committee is subsequently replaced in a new election. Discuss these situations in terms of responsible government and sovereignty.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Did the new nation of Canada have fully responsible government? Explain.
2. Is Canada a sovereign nation today? Explain.
3. Why do we have periodic elections at all levels of government?
4. Should governments in a representative democracy refer some important questions directly to the people? Why or why not? Do you know any instances where this was done? What is this process called?

LESSON TEN

TOPICAL QUESTION:

Why is privacy desirable for those who are casting votes?

OBJECTIVE:

The student should understand that a secret ballot helps to ensure that people express their genuine beliefs when voting.

SUGGESTED APPROACH:

A. Begin the lesson with a discussion of election procedures familiar to students. For example, the discussion might begin in the following manner.

   "Suppose we are to have a speech contest in our class. Five of you will be candidates for the Speaker of the Week Award, to be given to the one who delivers the best speech today. The rest of you, as the audience, will be asked to vote for the person you think should win the award. The election will determine the winner."

B. Ask students to suggest various voting procedures that might be used in selecting a winner. Students might suggest such methods as:

   1. voice vote.
   2. hand raise.
   3. hand raise with eyes closed.
   4. secret vote on paper slips.

C. Assuming that the audience would be given a set of standards by which to judge the "best" speech, have the students consider the advantages and disadvantages of each voting procedure suggested. Discuss each procedure in terms of the following kinds of questions:
   1. Using this method, how much privacy would you as an individual have in casting your vote?
   2. Is there a possibility that other students could influence your vote? The votes of others? Why? How?
   3. Is there a possibility that the teacher might influence some voters' decisions? Why? How?
   4. What would you say are the major advantages and disadvantages of this procedure?
   5. Do you feel that this procedure could be used to insure a fair election? Can you explain?

D. You might then create humorous scenarios to depict the historical situation that existed prior to the advent of secret ballot when bribery and intimidation were rampant.

E. Introduce a sample ballot and show students how it is commonly marked. Comment on what makes a ballot "spoiled".

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Do you think that each person should vote without listening at all to the comments and advice of others? Why or why not?
2. Do you think each person should finally make up his own mind about how to vote, or vote at the direction of someone he considers to be smarter or better informed than himself? Explain.
3. Should you have the courage to vote the way you think is right even if others will know how are you going to vote? Do you have it? Why or why not? If you do not have it, what are some ways in which you might bolster your courage?
4. Can you think of some reasons why secret ballot might not be a good method of voting? Might people be more thoughtful about voting if they were publicly accountable for their decisions?
5. Is it practical (necessary?) to use secret ballot in every voting situation? Explain.

LESSON ELEVEN

TOPICAL QUESTION:

What are some of the benefits and costs of participation in democratic processes?

OBJECTIVE:

The student should understand that greater control over his own life, and an improved community environment are the major benefits of participation in democratic processes, but that participation demands sacrifices of time and energy, and occasionally leads to a strain on relations with those who disagree with you.

SUGGESTED APPROACH:

Read chapters 1 and 2 of **Animal Farm** by George Orwell to the students. Focus on the first meeting held by the animals. Identify participants, goals, and the benefits and costs of the forms of participation used in the meeting. Have students relate some of their personal experiences in participation at meetings at the grade four and five levels. Evaluate the benefits and costs of these activities.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Should we participate in trying to resolve every public issue that arises? Why or why not?
2. What are some guidelines for reasonable participation?
3. Does each one of us have as much responsibility as any other to see that government is properly run? What duties does this demand of us as citizens?
4. Should everyone attempt to run for some political office? Why or why not? If not, who should run? Why?
5. Do people always make better decisions for themselves than some wise dictator might do? Even if they do not, is there some important benefit to be derived from democratic participation and decision-making?
6. What should be the response of someone who finds that too many of the burdens of public (club) affairs are left to him to do?

LESSON TWELVE

TOPICAL QUESTION:

How can the grade six class participate in improving community life?

OBJECTIVE:

The student should demonstrate that he understands and accepts his responsibility for the well-being of the community by participating with other class members in the formation and operation of a club devoted to helping younger students in the school.

SUGGESTED APPROACH:

A discussion should be held in class to consider the concept of Canadianism, to explore the implications this concept has for brotherhood, and to emphasize that participation is necessary in the search for the common good. Focusing attention on the school, consideration might be given to the needs of the younger children, problems they encounter which grade sixes might be able to help to solve. Preliminary discussion might then be held on the establishment of a class club whose purpose is to meet with primary teachers, to identify specific needs, and then to organize and carry out helpful activities. An appealing name and the prospect of holding responsibility for particular duties might stimulate interest and enthusiasm. Possible activities: personal assistance with reading and arithmetic problems, assistance at parties and other primary activities, the organization and supervision of playground activities, help with heavy winter clothing, seeing the young home safely when storms arise and so on.

Do not make any concrete decisions during this discussion.

LESSON THIRTEEN

TOPICAL QUESTION:

How can club discussions and decision-making be carried out effectively?

OBJECTIVE:

The student should be able to enumerate the essential duties of a chairman and a secretary, and be able to participate effectively in a secret ballot election of these officials. He should also understand the fundamental and binding nature of **"laws"** which form a club's constitution.

SUGGESTED APPROACH:

Discuss the duties of a secretary, and the purpose, format and disposition of minutes. Then take steps towards the formal establishment of a club. Using the formal meeting procedures learned thus far in grades four and five, decide upon a simple constitution (refer back to the BNA Act) which includes a club name, purpose, officers (to be elected twice during the year) and membership. When this has been done, elect a chairman and a secretary by secret ballot. Once the club is formally established, begin to discuss the means by which its purposes can be fulfilled.

Resolve to hold meetings from time to time to conduct the business of the club.

TEACHER RESOURCE: **Parliamentary Procedure** in the Civics Kit

LESSON FOURTEEN

TOPICAL QUESTION:

What effect did the purchase of Rupert's Land by the new federal government of Canada from the Hudson's Bay Company have on the Metis who inhabited the Red River area?

OBJECTIVE:

The student should know that the Metis in the Red River area were concerned about what would happen to their lives under the new government of Canada, and resented the fact that the Hudson's Bay Company had not consulted them on the transfer; that they were disturbed by the premature entry, in 1869, of Canadian government officials into what they considered their territory; and that they elected a temporary (provisional) government to negotiate their relationship with the new government of Canada.

SUGGESTED APPROACH:

Study the material on pp 226-274 of **Canada in North America**, particularly with a view to determining and understanding the Metis position. Other useful information can be found in the chapter on Metis in **Indians** (the grade five text), and on page 24 of **The Canadians: Louis Riel.**

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What sort of regulation had the Metis become used to under the governance of the Hudson's Bay Company?
2. Were the Metis justified in feeling that they should have something to say about the new kind of government they would have over them? Explain.

100

3. Do you think the Metis had the right to form their own provisional government? What authority did it rest on? Was this authority sufficient to enable them justly to order the execution of Thomas Scott?
4. What rights did the group of "Canadians" led by John Schulz have? Should they have had fewer rights because they were late-comers to the area? Should prior settlement in an area confer privilege?
5. Were Louis Riel's actions throughout this episode creditable? Explain.
6. Why had the new Canadian government wanted control of Rupert's Land? Was there pro-American support in the colony? Did the Americans have designs on the area? What effect did this have on the Canadian government's decision to seek control?
7. Was the government of Canada sensitive enough to the wishes of the people who lived in the Red River area? Explain.

LESSON FIFTEEN

TOPICAL QUESTION:

What important developments affected the Metis after the province of Manitoba was founded in 1870?

OBJECTIVE:

The student should know that the province of Manitoba joined Confederation in 1870. He should also know that immigration to the new province soon left the Metis outnumbered, and without much influence on the government, and that measures were thereafter adopted by the new majority that changed the original nature of the province.

SUGGESTED APPROACH:

Study the material on pp 70-71 of **Indians** (the grade five text), and on pp 120-123 of **Footprints in Time.** Discuss this material particularly from the point of view of the loss of Metis control, the changing nature of the province of Manitoba, and the migration of many Metis further westward.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Should an original people have the right to shape the character of a land for all time? Explain.
2. Should a distinctive group of people have safeguards that prevent them from becoming a minority in their own land?
3. Should any nation restrict the free movement of its citizens within its national borders? If a nation has a right to protect its power and identity by restricting immigration, should a people within a nation have that same right? Why or why not?
4. Why did Wilfrid Laurier not support the structure of Manitoba as it had originally been negotiated by the Metis? What arguments, finding support in the principles of democracy, could be advanced to justify his stand? What political considerations may have helped to shape his position? Is democratic government vulnerable to purely political decisions? In what way(s)?

LESSON SIXTEEN

TOPICAL QUESTION:

What happened to the Indian peoples under the new government of Canada?

OBJECTIVE:

The student should know that as immigrants moved into the North-West Territories various Indian peoples were persuaded by the federal government to sign treaties, and that those who chose to follow traditional ways were assigned to reserves. He should also know that Indians, by law, were never compelled to live on reserves, but that a system of passes to control their movements was instituted (without legal authority) in the plains area from the time of the Northwest Uprising in 1885 until, in certain cases, the mid-1930's.

SUGGESTED APPROACH:

Study selected material from pp 53-58 of **Canada's Illustrated Heritage: The Age of Innocence**, pp 110-115 of **Footprints in Time**, and pp 19-25 of **The Canadians: Poundmaker**.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Why did the various Indian peoples agree to sign treaties? What alternatives were available to them? (A dramatic reading of Chief Joseph's speech after he surrendered to the American cavalry in Montana might underscore the sense of hopelessness that had come to prevail among the Indians, lacking power, as they did, to prevent westward migrations).
2. Should the letter of the treaties be observed, or the spirit?
3. Should treaties be abrogated, reserves abolished, and Indian peoples placed on the same footing as all other Canadians? Do the Indians wish this? (Take account of their negative reaction to the federal government's White Paper proposal of 1970). Why or why not?
4. Do Indian peoples presently have to live on the reserves (reservation is an American term) set aside for them? If they leave reserves to live elsewhere what change in status occurs?
5. Have peoples (including Indian peoples) throughout the world been inclined to use power when they have possessed it? What are the consequences of not using power when you have it? What might have been the consequence if the Canadian government had failed to use its power in the prairie region? Would Native peoples have been able to resist American power? Would they have been better off under American rule?
6. Should Canadian government treaties with the Indians be re-negotiated now that circumstances are less urgent?

LESSON SEVENTEEN

TOPICAL QUESTION:

With respect to procedure, what is just or unjust?

OBJECTIVE:

The student should understand that procedural justice in the ideal implies that all attempts have been made to ensure that the processes by which a decision is reached, as well as the outcome, are fair and just, but that in reality such processes often fall short of the ideal.

SUGGESTED APPROACH:

List the following elements that are important in any consideration of procedural justice, and discuss the questions which follow them:

1. It is generally fair to allow all who are to be affected by a decision to express their wishes in the matter.
   a. Would you like to be consulted on matters that will affect you? Do you think others feel the same?
   b. Why is this important to justice?
   c. Are there any circumstances you can think of where this is not essential to justice? What are they?
2. Not all points of view can prevail when a dispute exists.
   a. Why is this fact important to an understanding of justice?
   b. Can disputes sometimes be neutralized by dissolving those bonds that bring the disputants into conflict (divorce, secession, etc.)? What are the advantages of this method of dispute resolution? the disadvantages?
3. Fairness may have prevailed in a decision-making process even though one party may not agree with the final decision.
   a. What are some situations where this occurs?
   b. Is "consent to being bonded" crucial to a sense of fairness or justice in these situations?
   c. Does continued living in a country amount to "consent to being bonded" by the laws of that country if coercion is not involved?
4. Those whose view has not prevailed should be allowed and encouraged to use rational persuasion to have decisions changed if they feel it is important enough to do so.
   a. Why is this essential to justice?
   b. In the modern world does this include access to media?
5. Depending upon the situation, it is fair for decisions to be made by majority vote, by an impartial third person (mediator, arbitrator, judge), or by an authority.
   a. What are situations in which each of these methods might be considered just?
   b. Are majority vote decisions always the fairest means of making decisions? Is it just for the majority of Canadians to decide what will happen to the Indian peoples? Why or why not?

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Have the Indian peoples been treated justly by the government of Canada? Explain.
2. In what ways, if any, has the treatment of Indian peoples by the government of Canada been different from their treatment of one another prior to the advent of European influence?

LESSON EIGHTEEN

TOPICAL QUESTION:

What has been the apparent attitude of the vast majority of the world's people towards the use of physical violence in political affairs?

OBJECTIVE:

The student should understand that, rightly or wrongly from a moral point of view, a vast majority of the world's people see and have seen the use of physical violence as a justifiable option, first, where it is used to oppose the violence of others, and second, where it is used as a last resort to secure fundamental rights.

SUGGESTED APPROACH:

Read the story below, the discuss it in terms of the questions which follow:

A Reluctant Bride

In the old days Fox wanted a beautiful black raven for his wife. Fox had first seen Raven when she was perched atop a tall spruce tree. He found her a joy to behold. He watched her intently as she swooped to the ground and then hopped playfully among the rocks. He adored her shining eyes and her glossy feathers. And he fell full in love when he saw her lift herself gracefully into the air with powerful strokes of her wings. He knew he must have her as his wife.

He soon made arrangements to speak with her.

"Raven," he said, "you are the most beautiful creature I have ever seen. Won't you come with me to my den and be my wife?"

"You surprise me with your request," said Raven, who had never thought of Fox as anything but a wily and dangerous enemy. "I can see you are sincere, and I thank you for the nice things you have said about me. But I really must say No. I hope you'll understand."

"Please think it over," said fox in his silkiest manner, unwilling to give up so easily. "I'd try to make you very happy."

"I'm sure you would," said Raven. "But I just can't consider it, Fox. I'm not the marrying kind. I'm sorry."

Fox couldn't hide his disappointment. It showed in his eyes.

"You should have said Yes," he snapped angrily, "because I'm going to have you anyway!"

"No you aren't" said Raven, alarmed at his sudden turn of emotion. She hopped warily away from him, and before he could do anything to harm her, she flew quickly into the air.

Fox wasn't willing to take her refusal as a final answer. He was sure that if only he could get her to his den she would soon discover how much he cared about her, and she would soon learn to love him in return. So he began to work on a plan to spirit her to his den.

The next time that Raven alighted on her favorite playground among the rocks, she found herself caught in a rude surprise. Fox jumped from behind a tree and threw a net over her. She was trapped.

Unable to figure out what was happening at first, Raven was terribly frightened, and she cackled up a great cry. But as soon as she saw that it was Fox who was back of it all, her fright turned to anger.

"Let me out of here right now," she demanded.

But Fox made no move to release her.

"Don't be frightened or angry," he said, trying to charm her out of her fury. "I don't intend to hurt you. I'm just going to take you home with me, and when you see what a fine fellow I can be, I'm sure you'll want to stay with me."

"Let me go!" Raven demanded again, more furiously than before. She was not at all convinced by Fox's charming manner.

"I'll feather your nest and feed you and treat you better than any man ever treated his wife," Fox vowed with all the sincerity he could muster. And then, ignoring Raven's angry protests, he carried her off to his den.

Fox was as good as his word. He treated his reluctant bride with loving care and great generosity. He hunted with extraordinary skill and brought home her favorite foods day after day. He worked hard to make his den as attractive and comfortable as he could.

Raven enjoyed the food and rested easy in the comfort, but she was unhappy, of course, because she wasn't free to come and go as she pleased. Whenever Fox went out to hunt, or to gambol with his friends, he locked the door behind him. And when he took Raven out for a breath of fresh air, which he tried to do as often as he could, he kept her on a leash of strong cord, and made her hop along beside him.

"Please let me go," Raven pleaded again and again. But Fox ignored her every plea. He treated her so well, he thought, that he was convinced she would soon get to like him and find contentment as his wife.

Becoming more and more unhappy, Raven decided at last that she must do something drastic in order to free herself. She devised a plan. And the next time Fox took her out for a walk, she set her plan in motion.

"Fox," she said sweetly, trying to disarm him, "let's walk over there."

"Where?"

"Along that high ridge. We'll have a much better view of the countryside. You never take me anywhere except along the hollows, and I want to see something different for a change."

"Very well," said Fox eagerly. He thought perhaps by her manner that Raven was beginning to soften at last. And that made him very happy.

So the two of them climbed the steep hillside, chattering all the way. Fox couldn't believe the change that had come over Raven, but he was so pleased he certainly wasn't going to question it.

"What a grand view!" exclaimed Raven, when they had reached the edge of the cliff. She motioned to the setting sun, and to the blue hills on the faraway horizon.

"It's lovely," agreed Fox. "We should come here more often."

Raven's attention suddenly seemed to be caught by something at the base of the cliff.

"What's that?" she asked.

"What?" replied the Fox innocently.

"That," Raven said, pointing. "There's something glittering down below us. Can you tell what it is?"

"I can't see anything," said Fox, leaning over the edge of the cliff as far as he dared.

And at that very moment, Raven launched herself forcefully into the air. The strength of her movement pulling on the cord unbalanced Fox. He lurched forward and began to fall. He let go of Raven's cord and tried to grab at some shrubbery. But it was too late. Down he went to the rocks below.

Raven flew out over the valley trailing the cord below her. She refused to look back at all. Inside her heart she did feel some regret for what she had done to Fox, nonetheless she was very happy to be free.

SOME QUESTIONS WHICH MIGHT BE PURSUED:

1. In what ways was Fox attentive to the needs of Raven? Did Raven owe him anything for that?
2. Did Raven have good reason for her discontent? Explain.
3. Should Raven have first tried other ways to solve her problem? Explain. Should she have refused the food and comfort that was offered her? Why or why not?
4. Was Raven justified in what she did? Explain. Is violence ever justifiable? Why or why not?
5. If you agree that violence is sometimes justifiable, can you outline some avenues that should always be followed before resorting to violence? What are they?
6. Can you name other situations where you think violence might be acceptable? Explain.

LESSON NINETEEN

TOPICAL QUESTION:

What were the main causes and results of the North-West Uprising in 1885?

OBJECTIVE:

The student should know that Indians and Metis under the leadership of Louis Riel revolted against Canadian government rule in 1885 because they believed that the government was insensitive to their needs and wishes. He should also know that the revolt ended in victory for the federal troops, that Louis Riel was tried as a traitor, found guilty and hanged, but that he was and is a hero to his own people, and to many others as well.

SUGGESTED APPROACH:

Study the appropriate material on pp 297-301 of **Canada in North America**, pp 46-63 of **The Canadians: Louis Riel**, and pp 26-61 of **The Canadians: Poundmaker.** Note especially Metis concerns about land, and representation on Council and in Parliament, and the frustrating life for Indians on reserves.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What does the word "rebellion" mean? What connotations does it have? Who prefers to use the word?
2. What are successful rebellions often called? (revolutions) What often lies in store for the leaders of successful rebellions?
3. Did the Metis and Indians initially reject the authority of the government of Canada over the area? Did they see themselves as Canadians?
4. Was the cause of the Metis and Indians just? Why or why not? Did the government of Canada think so? Explain.
5. Why did Indians such as the Blackfoot, and many Metis, not join in the uprising? Were they satisfied with their lot? unwilling to use violence? pessimistic about the chances of success?

6. Was the use of violence in this situation justified? Why or why not?
7. Does a victory of power succeed in changing attitudes? Why or why not? What are the advantages of negotiated settlements? the disadvantages?

LESSON TWENTY

TOPICAL QUESTION:

How has commitment to principle governed the lives of some people?

OBJECTIVE:

The student should understand that many people in history have believed that they can best serve themselves and the community by sacrificing time, wealth, comfort and even their lives to uphold principles to which they are deeply committed.

SUGGESTED APPROACH:

Referring back to the material from the previous day's lesson, determine the way in which Riel saw his own position, as well as the way in which certain others saw his position. Compare his case, favorably or unfavorably as the facts seem to warrant, with that of Socrates, Thomas More, John Brown, Andreas Baader, or anyone else who has been willing to die to uphold what he perceived as principle.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Is a "just cause" merely a matter of opinion? Explain.
2. Do you think that everyone who is ready to sacrifice his life for a "just cause" necessarily has a just cause? Can you give examples to support your case?
3. What do you think of Patrick Henry's statement: "I know not what course others may take; but as for me, give me liberty, or give me death!" Does it have any application in Riel's case? Explain.
4. What might have been the result for Louis Riel if he had pleaded insanity? Why did he refuse to do so? Do you think he was right in refusing? Why or why not?
5. What measure of sacrifice can a community rightfully expect from each of its citizens? Is it ever justified in calling upon them to risk their lives? Explain.
6. Is maintaining the unity of Canada (or its sovereignty) a just cause? If so, what should each of us be willing to do to serve that cause? If it is not, why not?
7. Can you think of some principle or cause for which you would be willing to make sacrifices, and even risk danger? Why is this so important to you?

LESSON TWENTY-ONE

TOPICAL QUESTION:

Who creates courts of law, what is their main purpose, and what is their essential structure?

OBJECTIVE:

The student should know that courts of law are established by governments to try to ensure that all citizens are treated justly, and that their essential structure includes institutions to ensure that arguments from both the accuser and the accused are heard, and other institutions to pass judgment on guilt or innocence, and to impose penalties on those found guilty.

SUGGESTED APPROACH:

Review the material on Louis Riel's trial with the special purpose of identifying the separate elements of the court structure, and the purpose of each.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Why is a clearly stated charge read at the beginning of all trials?
2. Are witnesses compelled to turn up in court? Should they be? Why or why not?
3. What is the role of a judge in a trial where there is no jury? in a trial where there is a jury?
4. Can a judge impose whatever sentence he wants? How is he regulated?
5. Should everyone accused of a crime be entitled to trial by jury? Why or why not?
6. Why are there agents called "lawyers"? What is their purpose? What are some good things about the practice of using lawyers? Some bad things?
7. Do courts of law always make the right decisions with respect to guilt and innocence? with respect to the severity of punishment? If they do not, should we abandon them? Why or why not?

LESSON TWENTY-TWO

TOPICAL QUESTION:

What elements should be present to ensure a fair hearing for an accused?

OBJECTIVE:

The student should be able to demonstrate that he understands the essential elements of fairness in a trial by participating with others to structure and conduct a mock trial that follows a pattern of fairness.

SUGGESTED APPROACH:

Have students, using what they have already learned about procedural justice and the structure of courts of law, set up and conduct a mock trial in class, each participant adopting a fictitious identity. The situation chosen might be one involving circumstantial evidence; that is, where money has been taken from someone's desk, and it appears that only one person (although he was not actually seen taking the money) was in a position to take it. Witnesses will be required to establish that the aggrieved student did in fact bring money to school, that no one else entered the room, and so on. There will also be need for a judge, jury, accused, lawyers, clerk and others. It should be possible to involve the whole class.

In setting up and conducting the trial, these points should be considered in order to ensure fairness:

- — the accused should know without question what charge is brought against him.
- — the trial should be open.
- — witnesses should be made to appear.
- — witnesses should be cross-examined.
- — the accused should have the right to speak for himself if he wishes to.

- if the accused is found guilty he should not be subjected to cruel and unusual punishment.

With respect to the last point it should be remembered that corrective justice involves a restoration of balance as exemplified by the scales of justice. Those who have injured others are expected to restore the balance by rectifying the injuries, or assuming additional burdens to satisfy our societal sense of justice or fairness. In reality, corrective justice is not always applied and when it is, it does not always restore the balance.

QUESTIONS TO BE PURSUED FOLLOWING THE TRIAL:

1. Was justice done in this trial?
2. Is justice done in all trials? Is there a danger in court proceedings that legal technicalities and the desire of lawyers to "win" their cases will actually subvert the process of justice? If so, what can be done about it?

LESSON TWENTY-THREE

TOPICAL QUESTION:

When did the remaining five provinces join Confederation?

OBJECTIVE:

The student should know that British Columbia, Prince Edward Island and Newfoundland which were all British colonies, independent from one another, and with some measure of responsible government, joined Confederation in 1871, 1873 and 1949 respectively; and that in 1905 Alberta and Saskatchewan were carved, as Manitoba had been, out of the Northwest Territories.

SUGGESTED APPROACH:

Study the material on pp 274-276, 282-284, and 325-328 of **Canada in North America**, on pp 126-127 of **Footprints in Time**, and the Canadian Geographic Journal map, noting the evolution of Canadian territory from 1867 onward.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Why did British Columbia and Prince Edward Island join confederation so quickly after 1867 since they had chosen not to do so initially?
2. Why did Newfoundland delay until 1949, and why did it finally decide to join? How popular was the latter decision?
3. Why were the northern boundaries of Alberta and Saskatchewan placed at the 60th parallel? Should these two provinces have been given control over more land than the majority of their people were effectively occupying? Should new provinces have been established according to district (i.e. Athabasca, Assiniboia, etc.) as each of these areas was ready for self-government?

LESSON TWENTY-FOUR

TOPICAL QUESTION:

What are the geographical boundaries and political status of the Northwest Territories today?

OBJECTIVE:

The student should know the present boundaries of the Northwest Territories, and know that they were fixed in 1912 when the boundaries of Manitoba, Ontario and Quebec were extended northward. He should also know that ultimate political control of the Territories is still held by the federal government in Ottawa, although practical responsibility for certain matters has been transferred to the territorial government and in turn to local councils.

SUGGESTED APPROACH:

Using the Canadian Geographic Journal map, and atlases, note the boundary changes that were made in 1912, and trace the present boundaries of the Northwest Territories. Perhaps this information can be transferred to outline maps of Canada. Discuss the concept of a territory, and the Northwest Territories' relationship to the federal government in Ottawa.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Is the Northwest Territories a geographical and cultural unity?
2. If a province (or provinces) is once again to be carved out of the Territories, should the concept of "peoples" be kept in mind when fixing boundaries?
3. Is population evenly distributed throughout the Territories? What implications might population distribution have on future provincial boundaries?
4. Do citizens of the Northwest Territories already have responsible government through their citizenship in Canada? Is responsible government meaningless if it does not exist at the regional as well as the national level?
5. Have you heard of the policy of devolution? What does it mean? Is it a good one?
6. Is there any similarity between the position of the Northwest Territories today, and that of the colonies before Confederation? What differences are there? It has been said by some that we in the Territories have "colonial status". Do you agree? Why or why not?

As a homework assignment, match students, and have them prepare brief debate positions on certain of the issues which have been raised in this course (e.g. Were the Metis and Indians justified in resorting to violence in 1885? Should the concept of "peoples" be kept in mind when creating future provinces? etc.). They should have these ready for the following week.

LESSON TWENTY-FIVE

Culmination:

With due ceremony to stress the importance of participation, have the matched pairs of students in turn stand before the class to present their positions on the various issues chosen. Notes may be used for reference, but the presentations should not be read. Even a single statement from less capable students should be considered worthwhile.

Rebuttals may be carried out informally and involve the entire class. Teachers should take care to ensure that criticisms are not directed at the individuals who speak, but at the arguments they present.

ACTIVITIES

The following activities (and others of your own choosing) might be undertaken during the term of the course:

1. Hold a contest in which each student submits what he thinks to be a good idea for a worthwhile short-term class project. After discussion, vote to choose the best idea. Have the individual who proposed the best idea act as organizer, and follow through on the project. Ensure that burdens and benefits are shared.
2. Choose some event in history (perhaps the hanging of Louis Riel). Have the class as a whole take on the identity of some imaginary person who lived at that time. Then have that person write a letter either to a newspaper or to a government official expressing his thoughts and feelings about that event.
3. Produce a series of "dated" class newspapers, the students making believe that they are reporters who were present at various historical events. Some events that might form the focus of various issues: the rebellion in Upper Canada, Confederation, Indian life on the reserves, the Riel Rebellion, the creation of Alberta and Saskatchewan as provinces, or the move of the Territorial government from Ottawa to Yellowknife in 1967. Articles can include descriptions of events, interviews with participants, editorials and letters to the editor. A great deal of enjoyment can be had writing headlines.
4. Have two or three students who are better readers do dramatic readings of appropriate parts of famous political speeches.
5. Orchestrate a dramatic reading of especially significant parts of the Canadian Bill of Rights. The production might include the use of Canadian symbols, background music, and so on.
6. Create a collage containing phrases and pictures that illustrate the terms of a treaty.
7. Develop profiles — text and pictures — on the lives and activities of the Territorial senator and M.P.s.
8. Follow the events of a federal election in years where that is possible. Keep a pictorial record.
9. Begin each civic education lesson by singing **O Canada.**

CIVICS

ility diversity freedon
nt constitution meetir
ce lobby commission
ament peoples resolut
ghtened town self-inte
nterests influence pat
ivision bill ordinance
rman secretary procec
lues morality institutic
s majority minority ch
cutive legislature legi
r judiciary responsible
rage no demonstratior
ion ballot voter identit
nvestigation objectivit
r mandate suffrage al
onflict liberty traditior
minister commitment

iar
e enlightene
iple interes
o cer divisio oi
isdiction chairman secretar
ess issue values morality
ciety consensus majority mir
et taxes executive legis
ion power judiciar
ent leverage no
cti
in
er

dom justice boundary
eting trial negotiatior
sioner franchise priva
olution civil rights hu
-interest common goo
patronage nepotism
ce by-law law statute
cedure minutes agen
tution citizen objectivi
y choice member plur
legislation public serv
sible government repre
ation plebiscite petitio
entity competition autc
tivity territory life rebe
e alienation individua
ition symbol mayor c
ent debate decision di

LEVEL FOUR

NWT
EDUCATION
1978

CIVIC EDUCATION

LEVEL FOUR

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES

CIVIC EDUCATION

LEVEL FOUR

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1978

NOTE

Before beginning to teach lessons from this curriculum guide, the teacher is urged to read "An Introduction to Civic Education in the Northwest Territories" which is part of the civic education package. This manual contains important information on resources, as well as suggestions for alternate approaches and methods of implementation.

In addition, it provides some guidelines with respect to the spirit in which this program is to be taught, a matter of considerable importance in view of the sensitive nature of the subject.

GENERAL GOALS OF THE NORTHWEST TERRITORIES' CIVIC EDUCATION PROGRAM

The civic education program for schools in the Northwest Territories will seek the development of the good citizen in a democratic society.

1. The citizen understands and accepts the ultimate responsibility he has for shaping, directing and fulfilling his own life.
2. The citizen comprehends the essential harmonious relationship that exists between enlightened self-interest and the general interest of humanity.
3. The citizen appreciates that his rights are the rights of all.
4. The citizen grasps and acts on the principle of duty as well as right.
5. The citizen recognizes in democracy a valuable instrument for harmonizing the aspirations of others with his own, that is, for securing the common good.
6. The citizen respects and defends the essential principles of democracy.
7. The citizen appreciates the advantages of social cooperation, and in acting on this appreciation, recognizes the occasional need to set aside the attainment of certain values in order to attain others of greater worth.
8. The citizen investigates objectively and thoroughly before committing himself to belief or action.
9. The citizen appreciates those institutions which have served the common good, preserves and enhances them.
10. The citizen challenges and repudiates what is destructive of the common good.
11. The citizen initiates and promotes activity in favor of the common good.
12. In short, the citizen is thoughtful, informed and active; to enhance his own well being, he participates to the best of his ability in the process of social governance.

RESOURCES

Primary Reference: none

Supplementary References:

- Canada North Almanac: Research Institute of Northern Canada
- The Civics Kit
- The Citizen and Local Government; Greason and King; The Macmillan Company of Canada, Limited
- Curriculum Guides for the Themes **Participation** and **Freedom**; Law in a Free Society
- Your Local Government; Rowat: The Macmillan Company of Canada Limited

Audio-Visual Supports:

- Films from A/V Resource Center
- Citizen Harold
- City Under Pressure
- Family House
- My Country Right or Wrong
- Tax is Not a Four-Letter Word
- Trouble With the Law

National Film Board of Canada:

A Bus — For Us	106 C-0172-093
A City Is	106 C-0172-515
The Changing City	106 C-0164-009
The City	106 C-0172-578
The Coldspring Project	106 C-0174-506
Flowers on a One-Way Street	106 B-0167-198
I Don't Think It's Meant for Us (Public Housing)	106 B-0171-091
They're Putting Us Off the Map	106 C-0168-095

LEVEL FOUR

The Level Four course in civic education is comprised of twenty-five lessons. It is intended that one lesson should be taught each week for a period of one hour (although certain lessons may require two class periods). However, as noted earlier, where Superintendents grant permission, civic education lessons may be blocked in some more effective or convenient organizational framework, providing that the total time allotment is observed, and that all the core objectives are met.

Over and above the twenty-five lessons, the remaining periods during the year are to be used for evaluation, review, club meetings, the showing of films and video-tapes, involvement in activities suggested at the end of the course outline, or any other related activities that the teacher may decide upon.

Lesson twenty-two is adapted from ON FREEDOM: A CURRICULUM. © Copyright Law in a Free Society 1974. Permission for use granted by Law in a Free Society, Santa Monica, California.

CONTENTS — LEVEL FOUR

Major Theme — Local Government

Lesson:

1. A community's relationship to the rest of Canada
2. Local government
3. The legal source of local government authority
4. Settlement status
5. Hamlet status
6. Village status
7. Town status
8. Services in relation to ability to pay
9. City status
10. Responsibilities of elected officials
11. Election regulations
12. Class awareness of community affairs
13. The election of class-club officers
14. Meeting procedures
15. The executive structure of local government
16. The organization of a local government activity
17. The purpose of law in a democratic society
18. The good citizen's responsibility in relation to the law
19. Local courts of law
20. Three functions of government
21. The Commissioner's role in local government
22. Freedom under government
23. Quasi-government institutions
24. Influential societies
25. Culmination

OBJECTIVES

By the end of the year all students taking the Level Four program should be in possession of that knowledge and those abilities designated as "core". Despite their being left out of the core, "supplementary objectives" — cognitive, affective and psychomotor — are important, and they are to be pursued as time, opportunity and the varying levels of student ability will allow.

Teachers who find it necessary to do so, may, of course, concentrate on those lessons which embody the core objectives.

Core Objectives

The student should know that all communities in the Northwest Territories are subject to the political authority of the Government of the Northwest Territories, which itself is ultimately subject to the Government of Canada.

The student should know that the capital of Canada is Ottawa, and that the capital of the Northwest Territories is Yellowknife. He should be able to locate these centers, and his own community, on a map.

The student should know that the government which touches his life most immediately is local (municipal) government, and that it has jurisdiction over matters which are of specific concern to people in his community.

The student should know that a "settlement" in the Northwest Territories may, if it chooses, elect an advisory council of six to eight members which has the power to determine the spending of the community's per capita grant. He should be able to cite an example of a "settlement".

The student should know that a municipality is an incorporated governmental body which has the legal right to pass by-laws within limits set by the Municipal Ordinance.

The student should know that a "hamlet" in the Northwest Territories is a municipality, and that its legislative body is a council of eight elected members, one of whom is chosen as chairman by the others. He should be able to cite an example of a "hamlet".

The student should know that a "village" in the Northwest Territories is a municipality which has a population of five hundred (500) or more, and which is raising, or about to raise, revenues by land taxes, and that its legislative body is comprised of a chairman chosen by the electorate, plus a council of seven members. He should be able to cite an example of a "village".

The student should know that a "town" in the Northwest Territories is a municipality which has a population of one thousand (1000) or more, and that its legislative body is comprised of a mayor and eight councillors, all elected. He should be able to cite an example of a "town".

The student should know that a "city" in the Northwest Territories is a municipality which has a population of six thousand (6000) or more, and that its legislative body is comprised of a mayor and eight aldermen, all elected. He should be able to cite Yellowknife as the only "city" in the Northwest Territories.

The student should know the political status of his own community, and the names of those who serve on the community council.

The student should know that municipal council members have the obligation commensurate with their powers, to initiate legislation that will tend to contribute to the financial strength, health, security, cleanliness, comfort and ornament of their respective communities.

The student should know that mayors (Council Chairmen), as chief executive officers, have the additional responsibilities of causing the laws for the government of their municipalities to be duly executed and obeyed, and of overseeing the conduct of all officers and employees in the municipality.

The student should know that municipal elections are held annually on the second Monday of December.

The student should know that in order to run as a candidate in municipal elections, or to vote, the individual must be a Canadian citizen, must have attained the age of nineteen years, and must have been ordinarily resident in the municipality for six months immediately preceding the day of the close of nominations of candidates for election.

The student should know that all municipal council members are elected for two-year terms, except in a community's first election, where the four councillors receiving the highest number of votes serve two-year terms, and the remaining councillors elected serve one-year terms.

The student should know that all voting in municipal elections is by secret ballot and he should know the correct procedure for receiving, marking and returning a ballot.

The student should know that a by-law is a municipal regulation duly passed, after three readings, by a majority vote of the members of Council.

The student should understand that community services must be paid for, and that where a community cannot provide these on its own resources the funds necessarily come from other sources, one of which is the tax payments of other Canadians.

The student should understand the concepts associated with the terms **revenue**, **property tax** and **incorporation.**

The student should understand that a good citizen will obey all laws prohibiting criminal acts, and that he will express his dissent while acceding to other laws which he recognizes as having been democratically constituted, but of whose substance he disapproves.

The student should know that Justice of the Peace Courts and Magistrate Courts handle the simpler and more common violations of law in the communities.

The student should know that three important functions of local government are exercised through an elected council (a legislative function), through the chairman of a council or a mayor, and local government employees (an executive function), and through Justice of the Peace Courts (a judicial function).

The student should know, with respect to the conduct of a meeting, the duties of a chairman and a secretary, the purpose, nature and disposition of minutes, the nature of a consitution and its essential elements, the procedure for moving or seconding motions, and the elements of an acceptable order of business.

Supplementary Objectives

The student should know that local government in Canada does not have Constitutional authority.

The student should know that municipal government in the Northwest Territories is given legal status by the Government of the Northwest Territories under an act entitled "An Ordinance Respecting Municipalities".

The student should know that a "settlement" in the Northwest Territories is not legally incorporated: therefore it does not have the authority to pass by-laws, and is not properly called a municipality. However, regulations approved by the Commissioner can be issued to govern local matters in conformity with a settlement councils wishes: these are tantamount to by-laws.

The student should know that "towns" and "cities" in the Northwest Territories can act independently of the Government of the Northwest Territories in preparing their budgets.

The student should know the essential duties of returning officers and poll clerks in municipal elections, and the importance of a list of electors.

The student should know the procedure for nominating candidates for municipal elections.

The student should know that the terms of half the members of a municipal council are pre-arranged to expire each year so that some measure of experience and continuity will always characterize a council.

The student should know that the purpose of law in a democratic society is to arrange social and material conditions so as to ensure the well being of all citizens equally, but that particular laws may or may not serve that purpose.

The student should know that a good citizen will consider civil disobedience as a final non-violent option where he believes that laws have been undemocratically constituted, or alternatively, where he believes that although they have been democratically constituted, their substance is particularly unwise or unjust.

The student should know that municipal councils commonly hire employees to carry out the intents of their legislation, and that these employees are organized into areas of responsibility.

The student should have begun to understand that there must be some relationship between the level of autonomy assumed by a community, and its degree of fiscal self-sufficiency; between its authority to offer and supervise services, and its ability to pay for them.

The student should have begun to understand the concepts associated with the terms per capita grant, budget, mill rate, debenture and deficit financing.

The student should know that the Commissioner of the Northwest Territories, as an agent of the federal government, has powers to disallow any local by-laws, to appoint inspectors to examine all local books of record and account, and to appoint an administrator whose authority replaces that of any elected council, if he (the Commissioner) deems that council's municipality to be in serious financial difficulty.

The student should understand that a local education authority is a body especially constituted by the Government of the Northwest Territories to help regulate education in the community.

The student should know that a local housing association is a body especially constituted by the Government of the Northwest Territories to help regulate the construction, allotment and maintenance of housing in the community.

The student should have begun to understand that non-governmental bodies such as band councils, cooperatives, hunters and trappers' associations and chambers of commerce, while lacking authority over any but their voluntary members, can yet have an important influence on community affairs.

The student should have begun to understand that freedom is a relative term, and that a rule of just law secures our greater freedom in that we are emancipated from certain unpredictable and possibly hazardous individual activity, and from the wilful, arbitrary and unrestrained exercise of power by those physically or financially stronger than ourselves.

The student should have begun to understand that government regulation is not the only external constraint on freedom: that the material world and other social conditions such as custom or poverty can and do limit human freedom as well.

The student should have begun to understand that human freedom can be limited as much by internal constraints, such as superstition, ignorance, phobia and compulsion, as it can be by external constraints.

The student should demonstrate his understanding and acceptance of his responsibility to be aware of his community's needs by joining with other members of his class to establish and operate a community-awareness club.

The student should be able to participate effectively in club activities by speaking his mind, after thoughtful consideration and by voting objectively on issues that arise.

LESSON ONE

TOPICAL QUESTION:

What is the political relationship between my community and the remainder of Canada?

OBJECTIVE:

The student should know that his community, and every community in the Northwest Territories, is presently subject to the political authority of the Government of the Northwest Territories, which itself is ultimately subject to the Government of Canada. He should also know that the capital of Canada is Ottawa and that the capital of the Northwest Territories is Yellowknife, and be able to locate these centers, and his own community on a map.

SUGGESTED APPROACH:

Using atlases, review the boundaries of the Northwest Territories and the locations of Yellowknife and Ottawa, information which students should know from previous studies. Also review the acquisition of the Northwest Territories by the Government of Canada in 1870, and the essential difference between a province, which has responsible government and its own constitutional authority, and a territory, which does not have responsible government and is under the authority of the federal government.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What is the total population of the Northwest Territories? the distribution of population? the numbers and distribution according to ethnic groups?

2. What is the range and size of its communities?
3. What lands in the Northwest Territories have been traditionally unoccupied? Why?
4. When did immigration from the South begin? What prompted it? Where is its principal focus? Why?
5. When did the government of Canada establish its first presence in the Northwest Territories? By what means?
6. When was Yellowknife chosen as the capital of the Northwest Territories? Why was it chosen?
7. When did the Government of the Northwest Territories first take up residence in Yellowknife? Where was it centered prior to that? Why was the move made?

LESSON TWO

TOPICAL QUESTION:

What government is most immediate in my life, and what matters fall under its jurisdiction?

OBJECTIVE:

The student should know that the government which touches his life most immediately is local (municipal) government, and that it has jurisdiction over matters which are of specific concern to people in his community.

SUGGESTED APPROACH:

Through discussion, supported by information from local newspapers and from the Civics Kit, identify matters of purely local concern that are handled to a greater or lesser degree by local government authorities. Have students prepare a frieze illustrating local government activities.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Do you suppose other communities need government of the same kind? Why or why not?
2. Is my community handling fire-fighting effectively? Is its handling of sewage adequate? Is the dog problem well in hand? Other?

LESSON THREE

TOPICAL QUESTION:

What is the legal source of local government authority?

OBJECTIVE:

The student should know that local government in Canada does not have constitutional authority; that local governments in the provinces are creatures of the provincial governments and subject to their authority; and that local governments in the Northwest Territories are given legal status by the Government of the Northwest Territories under an act entitled "An Ordinance Respecting Municipalities".

SUGGESTED APPROACH:

Begin the lesson by recalling the matters of local concern dealt with in the previous lesson. Lead an inquiry into what **legal** right local people have to deal with these matters. Make reference, as needed, to Sections 91 (preamble), 92(8) and 146 of the BNA Act, and "An Ordinance Respecting Municipalities".

Distinguish between **legal** and **natural right**. Point out the traditional right of people to govern their own affairs, noting particularly the paradox that although the **legal** authority is conferred from "above", that such power to confer ultimately derives from the will of the people upon whom it is conferred.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Do community people need legal authority in order to be able to cooperate in undertakings that will serve the common local interest?
2. What are the advantages of incorporating as a legal body (from the point of view of services, financing, social control)? the disadvantages?

LESSON FOUR

NOTE TO TEACHERS:

With respect to the following lessons (four, five, six, seven and nine), it is recommended that you choose to study your own community and its political status first. This study might be prolonged and detailed. You might wish to deal with the substance of lessons fifteen and sixteen as part of this study as well.

Afterwards you can return to the sequence for a brief comparison of the similarities and differences to be found in other levels of local government. In citing communities which exemplify the various levels of political development, try to choose those which have some relevance to the lives of the students.

TOPICAL QUESTION:

What are the essential political characteristics of a "settlement", and what is one community in the Northwest Territories which has settlement status?

OBJECTIVE:

The student should know that a "settlement" is not legally incorporated, therefore it does not have the authority to pass by-laws, and is not properly called a municipality. He should also know that a "settlement" may, if it chooses, elect an advisory council of six to eight members which has the power to determine the spending of the community's per capita grant, and he should be able to cite an example of a settlement.

SUGGESTED APPROACH:

Guided by the information in "Members Manual" in the Civics Kit, select an example of a "settlement" in the Northwest Territories. Locate it on a map. Discuss its demographic features, and other interesting information pertaining to it (a copy of **Canada North Almanac** would be helpful to you). Then, identifying that community as a "settlement", and using information from the chart **"Levels of Government"** and **"An Ordinance**

Respecting Municipalities" (both available in the Civics Kit), discuss the main characteristics of settlement status as these compare to the political characteristics of your own community.

Introduce the concepts of "revenue" and "per capita grants".

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Who holds legal power in a settlement?
2. Who administers the affairs of a settlement?
3. Why does the Government of the Northwest Territories withhold municipal status from settlements? Do you agree with this policy? Why or why not?
4. Why do you suppose some settlements choose not to elect a council? What are the advantages of electing a settlement council? The disadvantages?
5. When the Commissioner approves regulations to govern local matters in a settlement in accordance with advice he receives from the local council, is this tantamount to regulation by council? Why or why not?

LESSON FIVE

TOPICAL QUESTION:

What are the essential political characteristics of a "hamlet" and what is one community in the Northwest Territories which has hamlet status?

OBJECTIVE:

The student should know that a "hamlet" is a municipality; that a municipality is an incorporated governmental body which has the legal right to pass by-laws within limits set by the Municipal Ordinance, and that a hamlet's legislative body is a council of eight elected members, one of whom is chosen as chairman by the others. He should be able to cite an example of a "hamlet".

SUGGESTED APPROACH:

Follow the procedure outlined in the previous lesson. In addition, introduce the concepts of "by-law", "budget" and "incorporation".

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE INTRODUCED:

1. How does a settlement become a hamlet?
2. What are the advantages of hamlet status over settlement status? the disadvantages?
3. How are major capital projects financed in a hamlet?
4. What advantages result from the chairman being chosen by other councillors? What disadvantages?
5. Why is a chairman chosen only for a one-year term?

LESSON SIX

TOPICAL QUESTION:

What are the essential political characteristics of a "village", and what is one community in the Northwest Territories which has village status?

OBJECTIVE:

The student should know that a "village" is a municipality which has a population of 500 or more, and which is raising or about to raise revenue by land taxes; and that its legislative body is comprised of a chairman chosen by the electorate, plus a council of seven members. He should be able to cite an example of a village.

SUGGESTED APPROACH:

Follow the procedure outlined in Lesson Four. In addition, introduce the concepts of "property tax" and the "mill rate". (A mill is a thousandth part of a dollar, $.001, or 1/10 of a cent). Hence a tax rate of 32 mills means that $.032 must be paid on each dollar of assessed property value. At this rate the annual tax on property valued at $10,000 would be $320.00.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. How does a hamlet become a village?
2. What are the advantages of hamlet status over village status? the disadvantages?
3. What limitations are imposed on village budgeting?

LESSON SEVEN

TOPICAL QUESTION:

What are the essential political characteristics of a "town", and what is one community in the Northwest Territories which has town status?

OBJECTIVE:

The student should know that a "town" is a municipality which has a population of 1000 or more; that it is the first level of municipality which can act independently of the territorial government in budgeting; and that its legislative body is comprised of a mayor and eight councillors, all elected. He should be able to cite an example of a town.

SUGGESTED APPROACH:

Follow the procedure outlined in Lesson Four. In addition, spend some time on the alternative sources of revenue open to municipalities: community service charges, fines, fees, licenses and permits.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. How does a village become a town?
2. What does a taxable land assessment of $2500 per capita mean?
3. What is the "grant in lieu of taxes" paid by the territorial and federal governments? Is this a satisfactory policy? Why or why not?
4. What other grants are available from the Department of Local Government for community programs?

LESSON EIGHT

TOPICAL QUESTION:

What ought to be the relationship between the enjoyment of community services and the ability to pay for them?

OBJECTIVE:

The student should understand that community services must be paid for, and that where a community cannot provide these on its own resources, the funds necessarily come from other sources, one of which is the tax payments of other Canadians. He should, therefore, understand that there must be some relationship between the level of autonomy assumed by a community, and its degree of fiscal self-sufficiency; between its authority to offer and supervise services, and its ability to pay for them.

SUGGESTED APPROACH:

Read this story to the class, and discuss the questions which follow:

The Little Red Hen

Once upon a time there was a Little Red Hen who scratched about and uncovered some grains of wheat. She called to her barnyard neighbors and said: "If we work together and plant this wheat, we will have some fine bread to eat. Who will help me plant the wheat?"

"Not I," said the cow. "I'm terribly busy working on another project. I have milk to produce."

"Not I," said the handsome horse. "I promised a pretty filly I'd take her out for a gallop this afternoon."

"Not I," said the pig. "I'm so tired, I've just got to lie down and take a nap."

"Not I," said the lame duck. "I can't get around very well, and I've got an awful backache."

"I will," said the silly gander, but he couldn't keep his mind on anything for very long, and no sooner had he said it, than he waddled off to the pond to snap at flies.

Watching him disappear, Little Red Hen finally said, "Then I'll do it myself." And she did.

After the wheat started growing, the ground turned dry and hard, and there was no rain in sight.

"Who will help me water the wheat?" asked Little Red Hen.

"Not I," said the cow. "Farmer Blair wants me to graze in the north pasture this morning."

"Not I," said the handsome horse. "It's time for a romp in the meadow. I've got to look after my figure, you know."

"Not I," said the lame duck. "I just haven't been feeling well lately."

"Not I," said the pig. "I was up late last night, and I just can't keep my eyes open."

"I will," said the silly gander brightly, as he waddled away to worry the dog.

"Then I'll do it myself," said Little Red Hen. And she did.

The wheat grew tall and ripened into golden grain. "Who will help me harvest the wheat?" asked Little Red Hen.

"Not I," said the cow. "I'm due for milking any moment now."

"Not I," said the handsome horse. "I'd like to, of course, but I've got to get ready for a heavy date tonight."

"Not I," said the lame duck. "My vet says I shouldn't do manual work. It could complicate my condition."

"Not I," said the pig. "I'm really out of shape. I wouldn't be of much help to you at all."

"I will," said the silly gander. And he scurried away to try some take-offs on the road leading into the farm.

"Then I'll do it myself," said the Little Red Hen. And she did. She ground the grain herself as well. And when the time came to bake the bread, she asked for help once more.

"Not I," said the cow. "I'm exhausted from all my other labors. I do need a rest."

"Not I," said the handsome horse. "Baking's not a fitting job for a proud stallion like me."

"Not I," said the lame duck. "I'm having an operation tomorrow. I'm supposed to take it easy."

"Z-z-z-z-z-z," snored the pig, as he turned over on his other side.

"I will," said the silly gander. "I'd love to help you." Then he snuggled cozily into a shallow hole in the dirt and fluffed his feathers out.

"Then I'll do it myself," said Little Red Hen. And she did. She baked six loaves of fine bread and held them up for all to see.

"Looks great!" said the silly gander. "Can I have some?"

"I want some," said the cow.

"I want some," said the handsome horse.

"I want some," said the lame duck.

"I demand my share," said the pig, looking brighter than he had in a long time.

"No," said Little Red Hen. "I've worked hard to produce this bread. I can rest for awhile and then eat the six loaves myself."

"Unfair!" cried the other animals together, and they started making such a racket that Farmer Blair came out to investigate.

"You must not be greedy, Little Red Hen," said Farmer Blair. "I want you to share that bread with the other animals in the farmyard."

"But-but-but I earned it myself," protested Little Red Hen. "I should be able to keep it."

"All of the animals contribute something to this farm, so all must share in its produce," said Farmer Blair. Then he took five loaves of bread from Little Red Hen and gave one to each of the other animals.

Needless to say, they were all very happy. But Little Red Hen wasn't. She felt she had been treated unfairly, and she resolved never to bake bread again.

QUESTIONS TO BE RAISED:

1. Was Little Red Hen treated unfairly as she thought? Why or why not?
2. Do you think perhaps any of the other animals deserved some of the bread? Why or why not?
3. Was Little Red Hen's decision not to bake anymore a wise decision? Could her problem have been resolved in any more satisfactory way? Explain.
4. To what extent does our community produce its own "bread", that is, work for, and finance the services that are available to its citizens? If it does not do so completely, where does assistance come from, and in what form?

5. There is an old proverb which says: "He who pays the piper calls the tune." What does this mean? What application might this concept have in relation to our community? Should those who help to finance services in our community have the total say about what services we have available to us? Some say? No say?
6. Is there any obligation upon those who "have" in Canada towards those who "have not"? If so, what is the nature of this obligation? Its extent?
7. Do those who "have" in Canada always earn their total incomes through solitary personal effort like Little Red Hen? If they do not, what do they owe to the social framework which contributes towards that income?
8. Should ability to pay be the only determiner in the matter of community services? Regardless of ability to pay, are all Canadians entitled to a certain level of services if the nation as a whole can afford it? If so, what is the justification for this entitlement? What is the minimum level of services acceptable? That is, regardless of ability to pay, what services should every community have the right to demand considering the present wealth of the country? What services have they no right to demand?
9. Do you know of neighboring communities which enjoy services or adornments that we do not? What accounts for this discrepancy? All things considered is it fair?
10. The matter of finances aside, in what ways does our community contribute to the well being and strength of the nation?

LESSON NINE

TOPICAL QUESTION:

What are the essential political characteristics of a "city", and what is one community in the Northwest Territories which has city status?

OBJECTIVE:

The student should know that a "city" is a municipality which has a population of 6000 or more; that it has the same powers and the same relatively independent status as a town; and that its legislative body is comprised of a mayor and eight aldermen, all elected. He should be able to cite Yellowknife as the only city in the Northwest Territories.

SUGGESTED APPROACH:

Follow the procedure outlined in Lesson Four. In addition introduce the concepts of "debenture" and "deficit financing".

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. How does a town become a city?
2. What, if any, are the advantages of city status over town status? the disadvantages?
3. Why do we not have other cities in the Northwest Territories? Should it be easier to acquire city status?
4. What is required for city status in various provinces? (Write to the Department of Municipal Affairs in provinces chosen).
5. What advantages result from a mayor being given his own mandate from the electorate rather than being selected from among the aldermen? What disadvantages?
6. What is the rationale behind the policy "Build and use now; pay over a period of time"? Is it a good policy for a city to follow?

LESSON TEN

TOPICAL QUESTION:

What are the main responsibilities of the elected officials of a municipality?

OBJECTIVE:

The student should know that municipal council members have the obligation, commensurate with their powers, to initiate legislation that will tend to contribute to the financial strength, health, security, cleanliness, comfort and ornament of their respective communities; and that chairmen (mayors), as chief executive officers, have the additional responsibilities of causing the laws for the government of their municipalities to be duly executed and obeyed, and of overseeing the conduct of all officers and employees in the municipality.

SUGGESTED APPROACH:

Invite a member of a council, especially a mayor or chairman, to visit the class in order to discuss the powers and responsibilities of elected municipal officials, particularly as these are defined in "An Ordinance Respecting Municipalities".

SOME QUESTIONS WHICH MIGHT BE RAISED:

1. What concerns did you have about the community that prompted you to run for office? What promises, if any, did you make, and what have you been able to do to fulfill them? When were you elected, and when will your term expire?
2. What indemnities are received by council members for performing their duties? Who determines their amount? Are the amounts adequate? Where does the money come from to pay them?
3. What obligations does a council member have to be informed about the law? about issues? about alternatives?
4. What obligation does a council member have to represent the views of the majority in a community? to listen to the views of a minority?
5. What is an issue presently facing the council? How will this issue be handled? What is your own point of view in this matter?
6. What are the symbols of your office? What meaning lies behind them?

LESSON ELEVEN

TOPICAL QUESTION:

What are some of the main regulations pertaining to the election of municipal officials in the Northwest Territories?

OBJECTIVE:

The student should know that in order to run as a candidate in municipal elections (or to vote), an individual must be a Canadian citizen, must have attained the age of nineteen years, and must have been ordinarily resident in the municipality for six months immediately preceding the day of the close of nominations of candidates for election; that elections are held annually on the second Monday in December (this may change in the near future); that all municipal council members are elected for two-year terms (except in a community's first election, where the four councillors receiving the highest number of votes serve two-year terms, and the remaining councillors elected serve one-year terms); and that all voting is by secret ballot.

SUGGESTED APPROACH:

Drawing on appropriate information from "An Ordinance Respecting Municipalities" (section 7, 13, 15, 35 and 51, sub-sections j and k), have the students prepare charts illustrating the essentials of who, what, when, and how with respect to municipal elections. This lesson should be taught just prior to the time when the local municipal election will be held, and should be related to it in appropriate ways.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTIONS WHICH MIGHT PURSUED:

1. Why are those residents who are not Canadian citizens not allowed to vote? Is this law just?
2. What is the purpose of a residency requirement? Should it be abolished? shortened? lengthened? Why or why not?
3. Is nineteen a satisfactory age for gaining the franchise? for eligibility for candidacy? What is the age of eligibility for territorial elections? for federal?
4. Why are municipal elections held in December? Would some other time of the year be more suitable? What would be required to change the date?
5. What are the desirable features of voting by secret ballot? the undesirable?
6. What is the purpose of having the terms of half the council members expire each year? Is this a worthwhile practice?

LESSON TWELVE

TOPICAL QUESTION:

How can the class maintain an awareness of community problems and the activities of the local council?

OBJECTIVE:

The student should demonstrate his understanding and acceptance of his responsibility to be aware of his community's needs by joining with other members of his class to establish a community-awareness club.

SUGGESTED APPROACH:

Hold a discussion on the responsibility of all for the well being of the community, and the importance of being aware of community needs. Preliminary steps might then be taken to form a community-awareness club. Its purpose would be to identify and report on (verbally or in writing) the condition of streets and sidewalks, the readiness of the fire-fighting service, the need for recreation facilities, and so on through the range of municipal responsibilities; also, to be aware of who the council members are, and what they are doing to improve community life. Reports could be published by the class itself, sent to a local newspaper, or submitted to the council for its consideration.

Members of the club should all attend at least (part of) one council meeting and the club should try to have an observer at (part of) each council meeting.

The club should be formally established in accordance with the procedure outlined on pp. 114-121 of **Parliamentary Procedure** (available in the Civics Kit). The constitution should be brief and simple. Teachers should refer to the sample constitution included in "Societies Ordinance" (also available in the Civics Kit), in order to be familiar with the kind of constitution demanded by the Government of the Northwest Territories from societies seeking incorporation. But the class club's constitution should not even try to approximate this in formality or detail. The simpler, the better. (A sample classroom constitution may be found on p. 127 of **Parliamentary Procedure.**

Do not elect permanent officers at this meeting.

LESSON THIRTEEN

TOPICAL QUESTION:

How should the election of the club's permanent officers be managed?

OBJECTIVE:

The student should know the essential duties of returning officers and poll clerks in municipal elections, and understand the importance of a list of electors. He should also know the procedures for nominating a candidate, and for marking a ballot correctly.

SUGGESTED APPROACH:

Drawing upon pertinent information in sections 25, 27, 29, 34, 35, 39, 43, 44, 48, 51, 53 and 54 of "An Ordinance Respecting Municipalities", the teacher should guide the students in establishing a procedure for, and conducting, an election of officers for the class' community-awareness club. During this exercise students should learn the correct terms and procedures for conducting a municipal election, but these need not be followed exactly in the class election.

Take advantage of this opportunity to improve speaking skills by having candidates make campaign speeches. Include speeches by others in support of their favorite candidates.

Introduce the concepts of election by acclamation, and of spoiled and rejected ballots.

LESSON FOURTEEN

TOPICAL QUESTION:

What order of business should be followed in conducting club meetings?

OBJECTIVE:

The student should know that an acceptable order of business for conducting a meeting is

(1) a call to order
(2) reading and approval of the minutes
(3) business arising out of the minutes (unfinished business)
(4) new business
(5) announcements and
(6) adjournment.

SUGGESTED APPROACH:

In preparation for the class club's first meeting, the teacher should review with the class those concepts learned in earlier grades including the duties of a chairman and a secretary, the purpose, nature and disposition of minutes; and the procedure for moving or seconding motions. Then, drawing on information contained in pp. 6-13 of **Parliamentary Procedure,** he should teach students an acceptable order of business for conducting meetings. Reports from standing and special committees can be omitted at this grade level.

Excessive attention to procedure should not be allowed to dampen the class enthusiasm to get on with the business of the club. In this connection, the teacher is strongly advised to read the introductory material, and pp. 1-5, of **Parliamentary Procedure.**

Club meetings should thereafter be conducted from time to time as the need arises. Its activities should be ongoing.

As a homework assignment have some capable students do the necessary research for the following lesson.

LESSON FIFTEEN

NOTE TO TEACHERS:

This curriculum is organized so that the legislative function of government is studied before the executive function. The material in this and the following lesson deal with the executive function. If you choose to do so however, it is perfectly acceptable to include the substance of these two lessons as part of the early study of your own community.

TOPICAL QUESTION:

What structure exists in my community to execute the legislation passed by the council?

OBJECTIVE:

The student should know that under the supervision of the chief executive officer (mayor or chairman), employees of a municipality are organized into areas of responsibility (departments) in order to implement the legislation passed by the council.

SUGGESTED APPROACH:

Based on information obtained by student researchers, have the class prepare and study a chart detailing the total organizational structure of the local municipality. (See Appendix A in "Notes for Newly Elected Councillors" in the Civics Kit). Where it is practical to do so, include the names of personnel who supervise and carry out the various activities.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Are there adequate numbers of people assigned to conduct the community's business?
2. What accounts for the present method of organization? Could the work be more efficiently organized?
3. Are there certain matters over which a municipality has legitimate authority, yet concerning which nothing is being done in this community?
4. What is the annual budget for the entire municipality? How much of the municipality's revenue is raised through taxes? received as grants? raised by other means?
5. What are the budget allotments for each department? Is this a good (necessary? efficient?) distribution of funds?

As a homework assignment, have some capable students do the necessary research for the following lesson.

LESSON SIXTEEN

TOPICAL QUESTION:

How are the activities of one department (area of responsibility) organized and carried out in my community?

OBJECTIVE:

The student should know that authority for the execution of legislation in a municipality is vested in a mayor or chairman, who generally delegates his authority to supervisors, who in their turn ensure that particular employees carry out the necessary activities. He should also know that the chief executive officer is ultimately responsible for failures to execute the council's legislation, or for inadequate execution.

SUGGESTED APPROACH:

Based on information obtained by student researchers, have students prepare and study a chart showing the management structure (the line of authority/responsibility) of one of the municipality's departments. Include the name of personnel who supervise and carry out various activities, and describe their specific responsibilities. Take note particularly of the mayor's (chairman's) dual role as principal legislator and chief executive officer.

You might invite the supervisor of the activity chosen for study to speak to the class.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. How much money is allocated to this activity? How is it spent? What portion of the total budget is this amount?
2. What problems often arise in this activity? Is the council aware of these problems? What does it do about them?
3. Does this department have the necessary personnel to carry out its obligations? the necessary equipment?
4. What are the duties and responsibilities of a settlement secretary (secretary manager or secretary treasurer)? What qualifications are required to fill these positions, and how are the positions obtained?
5. What career opportunities exist in this area of concern? What training is required to embark on these careers?

LESSON SEVENTEEN

TOPICAL QUESTION:

What is the purpose of law in a democratic society, and how do particular laws serve that purpose?

OBJECTIVE:

The student should know that the purpose of law in a democratic society is to arrange social and material conditions so as to ensure the well being of all citizens equally, but that particular laws may or may not serve that purpose.

SUGGESTED APPROACH:

Introduce a sample community by-law. Analyze its wording and form, and discuss why it is so structured. Discuss its purpose, whether in fact it serves the purpose for which it is intended, and whether that purpose is in accord with the purpose of law in a democratic society.

It is not necessary to demonstrate that any particular law is detrimental to the community, but only to introduce the idea that laws, owing to human fallibility and weakness, sometimes serve those who make them rather than the good of the entire community.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Why is a local regulation called a "by-law" rather than just a law? What distinction is implied?
2. Does your club have "by-laws"? Do they apply to all members of the community? Why are they not called "laws"?
3. Why is it necessary sometimes to interpret laws? Who commonly does this?

LESSON EIGHTEEN

TOPICAL QUESTION:

What is the good citizen's responsibility in relation to the law?

OBJECTIVE:

The student should understand that a good citizen will obey all laws prohibiting criminal acts; that he will express his dissent while acceding to other laws which he recognizes as having been democratically constituted, but of whose substance he disapproves; and that he will consider civil disobedience as a final non-violent option where he believes that laws have been undemocratically constituted, or alternatively, where he believes that although they have been democratically constituted, their substance is particularly unwise or unjust.

SUGGESTED APPROACH:

Discuss the importance of obeying laws that are designed to protect the lives, liberty and legitimate property of all. Distinguish these laws from others which are passed from time to time to regulate society (i.e. zoning laws, traffic laws, censorship, conscription, etc.). Introduce the concept of civil disobedience, which may be defined as intentionally breaking a law and agreeing to take the consequences in order to demonstrate one's conviction that a law or policy is unjust. Be sure to distinguish between this practice and common law-breaking which has no other intention than to satisfy private passions. Discuss the reasons various people have resorted to civil disobedience. Illustrate with examples from history (Socrates, More, Thoreau, Gandhi, King, Solzenhytsen). Try to determine criteria for its proper employment.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Is the good citizen one who obeys every law without question? Should all Germans have accepted the Nuremberg race laws in Nazi Germany? Should all South Africans obey the laws of apartheid. Should all Americans have obeyed the conscription laws at the time of the Viet Nam war? Should all Inuit obey the Quebec language laws?
2. Do you know of any by-laws in the community of which you disapprove? (curfew?) What are they? Why do you disapprove of them? What course of action should you follow with respect to them?

3. What steps will a good citizen take before resorting to civil disobedience? What special measures are available to residents of territorial communities who disapprove of certain by-laws? (note sections 150, 151 and 156 of the Municipal Ordinance).
4. Do you think students your age are mature enough to make wise decisions with respect to civil disobedience? Why or why not?

LESSON NINETEEN

TOPICAL QUESTION:

What institution is established in the local community to deal with violations of the law?

OBJECTIVE:

The student should know that Justice of the Peace Courts and Magistrate Courts handle the simpler and more common violations of law in the community.

SUGGESTED APPROACH:

Discuss the material on pp. 5 and 6, and pp. 10-13 of "The Canadian Court System", which may be found in the Civics Kit. Invite a local Justice of the Peace to speak to the class concerning the source, nature and extent of his authority, the kinds of cases he can preside over, the maximum sentences he can impose and so on.

An alternative approach might be to visit a Justice of the Peace Court (a Magistrate's Court) and then, later to role-play the violation of a local by-law, the laying of a charge, and the disposition of the case in a Justice of the Peace Court.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Who appoints Justices of the Peace? What indemnities do they receive?
2. What qualifications must one have to become a Justice of the Peace? Is there in-service training available?
3. Living in a small community and having to pass judgment on some residents, what problems does a Justice of the Peace face? How does he resolve them?
4. What powers and duties, in addition to presiding over a court, does a Justice of the Peace have?

LESSON TWENTY

TOPICAL QUESTION:

What are three important functions of local government in the Northwest Territories?

OBJECTIVE:

The student should know that three important functions of local government are exercised through an elected council (a legislative function), through a mayor or a chairman of a council, and the local government employees (an executive function), and through Justice of the Peace Courts (a judicial function).

SUGGESTED APPROACH:

By way of review, identify and distinguish the functions of local government already considered during this course. Associate the terms "legislative", "executive" and "judicial" with each appropriate body. Broaden the discussion to develop an understanding that these are recognized processes at all levels of government; that even in the simplest functioning group there is usually a way for deciding what should be done (legislative process), for doing what is decided upon (executive process), and for dealing with those who disagree with, or refuse to obey, group decisions (judicial process).

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Where is there an overlap between the legislative and executive functions? Does this carry through to the federal government?
2. Are there any advantages to placing responsibility for these different functions in the hands of different people?
3. In what way are these functions clearly separated in the U.S.A.? Is this practice desirable?

LESSON TWENTY-ONE

TOPICAL QUESTION:

What is the role of the Commissioner with respect to local government affairs in the Northwest Territories?

OBJECTIVE:

The student should know that the Commissioner of the Northwest Territories, as an agent of the Federal Government, has powers to disallow any local by-law, to appoint inspectors to examine all local books of record and account, and to appoint an administrator whose authority replaces that of any elected council, if he (the Commissioner) deems that council's municipality to be in serious financial difficulty.

SUGGESTED APPROACH:

Have students examine sections 151, 341 and 352 of "An Ordinance Respecting Municipalities". Discuss the question of local autonomy in the lights of this information.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. Do you know of any instances where the Commissioner has exercised any of these powers? (e.g. Frobisher Bay, 1975) or declined to exercise them? (e.g. Pine Point, 1977). Explain.
2. Why has the Commissioner retained these powers? Do you agree that he should have the right to do so? Is this situation essentially different from that in the provinces?
3. Does the fact that local government has no constitutional authority have any bearing on these powers being retained by the Commissioner? Explain.
4. Should local government in Canada have constitutional authority? Why or why not? What would have to be done in order to bring this about? Is this even an issue as far as local governments are concerned?

LESSON TWENTY-TWO

TOPICAL QUESTION:

Living under the regulation of government, can we be free?

OBJECTIVE:

The student should understand that freedom is a relative term, and that a rule of just law secures our greater freedom in that we are emancipated from certain unpredictable and possibly hazardous individual activity, and from the wilfull, arbitrary and unrestrained exercise of power by those physically or financially stronger than ourselves. He should also understand that government regulation is not the only external constraint on freedom; that the material world, and other social conditions such as custom or poverty can and do limit human freedom as well; and that human freedom can be limited as much by internal constraints such as superstition, ignorance, phobia and compulsion, as it can be limited by external constraints.

SUGGESTED APPROACH:

Divide the class into small groups, and assign one of the following questions to each group for discussion. Needless to say, the discussion of these questions will not take place at a particularly profound level, nevertheless an introductory consideration of what it means to be free is unquestionably worthwhile.

1. In what ways would we be more free if there were no rule of law? In what ways would we be less free?
2. How does poverty limit man's freedom?
3. How does social custom limit man's freedom?
4. How does ignorance limit man's freedom?
5. How do fear and other psychological conditions limit man's freedom?
6. Can man ever be completely and absolutely free? Why or why not?

(Where it seems advisable to do so, these questions can be put in their more concrete forms, and afterwards generalized by the teacher. For example: How would we be more free if there were no law against robbery? less free? If a man has no money, in what ways is his freedom limited? If a man does not know how to read and write, in what ways is his freedom limited? If a man is afraid to fly, in what ways is his freedom limited? And so on.)

When students have completed their discussions, ask one member of each group to present the group's findings, after which the group will stand open to questions from the remainder of the class.

LESSON TWENTY-THREE

TOPICAL QUESTION:

What quasi-governmental institutions may be found in northern communities?

OBJECTIVE:

The student should be aware that quasi-government institutions such as hospital boards, local housing associations, and local education authorities are active in many communities.

SUGGESTED APPROACH:

Have a representative from one or more of these bodies visit the classroom to talk about the structure of these institutions, their personnel, duties, powers and limitations.

SOME QUESTIONS WHICH MIGHT BE RAISED:

For housing:

1. Where do the funds come from to build housing in the community?
2. Who decides how many houses will be built each year?
3. What role do you play in the construction of housing?
4. What role do you play in the assignment of housing, and what criteria are used in order to make your decisions?
5. What role do you play in the collection of rents?
6. What role do you play in maintenance?

For education:

1. How is it determined who will serve on the education authority?
2. What role do you play in determining the school's curriculum? school hours? the hiring of teachers?
3. What are the levels of local education authority? At which level is our community?
4. Does the local education authority want more control over education? What changes would it implement if it had more control?

For hospitals:

1. How is it determined who will serve on the hospital board?
2. What kinds of decisions can you make with respect to the hospital?
3. What is the annual budget for the hospital? Where does the money come from to run the hospital?

LESSON TWENTY-FOUR

TOPICAL QUESTION:

What non-governmental bodies have an influence on community affairs?

OBJECTIVE:

The student should be aware that non-governmental bodies such as band councils, cooperatives, hunters and trappers' associations and chambers of commerce, while lacking authority over any but their voluntary members, can yet have an important influence on community affairs.

SUGGESTED APPROACH:

In addition to listing the influential societies operative in the community, have groups of students prepare display-reports on each of them, after interviewing various members. Or, alternatively, study one society in depth, being sure to offer an invitation to speak to the class to the chairman or president of the chosen group.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED:

1. What is the official name of your society?
2. What is the size and range or your membership?
3. What are some of the aims of your organization?

4. What are common problems it has to deal with?
5. What relationship does it have with the local government? other governments?
6. Do members feel you have enough power to deal with your concerns? enough funds? Where do your funds come from? How are they spent?

LESSON TWENTY-FIVE

CULMINATION:

Choose some local issue that captures the interest of your class. The curfew might be such an issue in many communities. Or there may be some rather spectacular issue such as that which arose in Yellowknife in 1977 concerning whether a citizen would be allowed to keep a lioness, Sheba, as a pet within the city limits.

Then, to deal with the issue, hold elections to create a mock council in class which parallels the council in your community. Again, as with the establishment of your club make use of nominations, a voters' list, a returning officer, and so on. Some students may participate by acting as reporters or editors of a special election-issue newspaper. Encourage as many students as possible to participate in one phase or another of the process in order to develop their speaking and writing skills.

Once the council is formed, debate and resolve the issue. Send a copy of the class resolution to the local council.

ACTIVITIES

The following activities (and others of your own choosing) might be undertaken during the term of the course:

1. Develop a profile of the good student-citizen.
2. Clip and pin articles from the local newspaper dealing with community affairs. Discuss these as the situation seems to warrant.
3. Produce a class newspaper that focuses on community personalities, problems and issues.
4. Take photographs of the councillors in your community, and write simple biographies on them. Display these in the classroom, in other classrooms, and in the community hall.
5. Prepare specific questions on various community issues. Ask these questions to one or more councillors. Record these interviews and play them back for the class to hear and discuss.
6. Encourage students to participate in the December municipal elections by supporting candidates they like. They might help by delivering circulars, pinning up posters, and so on.
7. At municipal election time, have students prepare a display portfolio illustrating the candidates and the issues. Any literature released by candidates could be incorporated.
8. Create a collage illustrating how citizens participate in the process of social governance by seeking information (reading newspapers, watching T.V., etc.), by communicating with representatives, by speaking at meetings, by working in election campaigns and by voting. Discuss the effectiveness of each method.

9. Investigate the opportunities available for careers in municipal government.
10. Write up a history of the experiences of a long-time Justice of the Peace in your community.
11. Establish a speaker's square in the classroom. Set aside a brief time each week (day, month) during which any student who would like to is allowed to speak on any issue that concerns him. The only regulation required is to demand that issues be addressed and not personalities, and that students refrain from using vulgar language. Encourage the use of this square even for very brief statements. Make use of it yourself from time to time.
12. Begin each civic education lesson by singing **O Canada.**

CIVICS

ility diversity freedon
nt constitution meetir
ce lobby commission
ament peoples resolut
ghtened town self-inte
nterests influence pat
ivision bill ordinance
rman secretary procec
lues morality institutic
s majority minority ch
cutive legislature legi
r judiciary responsible
rage no demonstratior
ion ballot voter identit
nvestigation objectivit
r mandate suffrage al
onflict liberty traditior
minister commitment

iar.
e enlighten
iple interes
cer divisio
isdiction chairman secretar
ness issue values morality
ciety consensus majority mir
t taxes executive legis
ion power judiciar
ent leverage no
cti
in
er

dom justice boundar
eting trial negotiatior
sioner franchise priva
olution civil rights hu
-interest common goo
patronage nepotism
ce by-law law statute
cedure minutes agen
tution citizen objectiv
y choice member plur
legislation public serv
sible government repr
ation plebiscite petitio
ntity competition aut
tivity territory life reb
e alienation individua
ition symbol mayor c
ent debate decision di

LEVEL FIVE

NWT
EDUCATION
1978

CIVIC EDUCATION

LEVEL FIVE

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES

CIVIC EDUCATION

LEVEL FIVE

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1978

NOTE

Before beginning to teach lessons from this curriculum guide, the teacher is urged to read "An Introduction to Civic Education in the Northwest Territories" which is part of the civic education package. This manual contains important information on resources, as well as suggestions for alternate approaches and methods of implementation.

In addition, it provides some guidelines with respect to the spirit in which this program is to be taught, a matter of considerable importance in view of the sensitive nature of the subject.

GENERAL GOALS OF THE NORTHWEST TERRITORIES' CIVIC EDUCATION PROGRAM

The civic education program for schools in the Northwest Territories will seek the development of the good citizen in a democratic society.

1. The citizen understands and accepts the ultimate responsibility he has for shaping, directing and fulfilling his own life.
2. The citizen comprehends the essential harmonious relationship that exists between enlightened self-interest and the general interest of humanity.
3. The citizen appreciates that his rights are the rights of all.
4. The citizen grasps and acts on the principle of duty as well as right.
5. The citizen recognizes in democracy a valuable instrument for harmonizing the aspirations of others with his own, that is, for securing the common good.
6. The citizen respects and defends the essential principles of democracy.
7. The citizen appreciates the advantages of social cooperation, and in acting on this appreciation, recognizes the occasional need to set aside the attainment of certain values in order to attain others of greater worth.
8. The citizen investigates objectively and thoroughly before committing himself to belief or action.
9. The citizen appreciates those institutions which have served the common good, preserves and enhances them.
10. The citizen challenges and repudiates what is destructive of the common good.
11. The citizen initiates and promotes activity in favor of the common good.
12. In short, the citizen is thoughtful, informed and active; to enhance his own well being, he participates to the best of his ability in the process of social governance.

LEVEL FIVE

The Level Five course in civic education is comprised of twenty-six lessons. It is intended that one lesson should be taught each week for a period of one hour (although certain lessons may require two class periods). However, as noted earlier, where Superintendents grant permission, civic education lessons may be blocked in some more effective or convenient organizational framework, providing that the total time allotment is observed, and that all the core objectives are met.

Over and above the twenty-six lessons, the remaining periods during the year are to be used for evaluation, review, club meetings, the showing of films and video-tapes, involvement in activities suggested at the end of the course outline, or any other related activities that the teacher may decide upon.

Lesson ten has been developed from an idea in A CRITICAL REVIEW OF CURRICULUM MATERIALS IN CIVIC AND LEGAL EDUCATION. Copyright Law in a Free Society, 1973. Permission for use granted by Law in a Free Society, Santa Monica, California.

CONTENTS — LEVEL FIVE

Major Theme — Government of the Northwest Territories

LESSON:

1. The Legal source of Territorial Government authority
2. Territorial Government and the Department of Indian and Northern Affairs
3. Territorial Council
4. Qualifications of voters and candidates
5. Territorial elections
6. The duties of a Councillor
7. Territorial Government jurisdictions
8. Council procedures
9. Bills and Ordinances
10. Values and interests underlying law
11. The role of the Commissioner
12. Organization of the executive body
13. Major programs of the Territorial Government
14. Formation of a class club
15. Election of class-club officers
16. Meeting procedures
17. The concept of a budget
18. Territorial Council and the budget
19. The concept of responsible government
20. Whether Territorial Government is responsible Government
21. How provincial governments differ from the Territorial Government
22. The judiciary in the Northwest Territories
23. Quasi-government institutions
24. Influential societies

25. The nature of politics
26. Culmination

ACTIVITIES

RESOURCES

Primary Reference: None

Other References:

The Civics Kit
Curriculum Guide for the Theme **Authority**; Law in a Free Society

Audio-Visual Supports:

Films (A/V Resource Centre):
Assignment Northwest
North of 60° East
Parliamentary Procedure
Politics, Power and the Public Good
What Do You Think Series
When Parents Grow Old

It is hoped that in the near future (after anticipated changes in structure have occurred) a series of tape and slide presentations on the Territorial Government will be produced in cooperation with the Department of Information. If and when this happens, sets will be distributed to schools for inclusion in the Civics Kit.

In addition, the Legislature Support Group (contacted through Clerk of the Council's office) is presently producing three 16 mm color films, of approximately ten minutes each, on Territorial Council. These should be available in your Regional A/V Resource Center sometime during the school year 1978/79. The working titles of these films are:

The Honorable Member — on the activities of a Councillor.
Decisions — on Council's powers, procedures and elections.
The Future Is Now — what Council Members see for the future; problems peculiar to the North.

These films may be somewhat "political" in that they forthrightly present one point of view, but they should be stimulants to lively discussion.

Teachers who want more information on provincial government might obtain **The Provincial Government** by Richard Wray, available from Puckrin's Production House Ltd., 13025 - 149 Street, Edmonton, at a cost of $17.50. This book describes Alberta's government. It is relatively expensive because it is designed so that work sheets may be copied from it.

Teachers who want more information on legal practices in the North might contact the N.W.T. Native Courtworker's Association for copies of the following pamphlets:

Adoptions
Common Criminal Offences
Criminal Procedure
Know Your Rights
Liquor Related Offences
Probation and Breach
The Role of the Courtworker
The Young Offender

OBJECTIVES

By the end of the year all students taking the Level Five program should be in possession of that knowledge and those abilities designated as "core". Despite their being left out of the core, "supplementary objectives" — cognitive, affective and psychomotor — are important, and they are to be pursued as time, opportunity and the varying levels of student ability will allow.

Teachers who find it necessary to do so, may, of course, concentrate on those lessons which embody the core objectives.

Core Objectives

The student should know that the Government of the Northwest Territories receives its legal authority to govern not directly from the Canadian constitution (the B.N.A. Act) but from the Northwest Territories Act, a statute of the federal government of Canada.

The student should know that the Government of the Northwest Territories is subject to the authority and supervision of the Minister of the federal Department of Indian and Northern Affairs, and that the Commissioner of the Northwest Territories is an employee and agent of the federal government.

The student should know the name of the Minister of Indian and Northern Affairs and the name of the Commissioner of the Northwest Territories.

The student should know that the Council of the Northwest Territories is the legislative body of the Government of the Northwest Territories, and that it is comprised of fifteen elected members each of whom represents the citizens in one electoral district.

The student should know that in order to vote in a territorial election, an individual must: a. be a Canadian citizen, other British subject, or a landed immigrant, b. have attained the age of nineteen years, c. have been ordinarily resident in the Northwest Territories for a period of at least twelve months immediately prior to polling day, and d. have been ordinarily resident, on the day on which the writs of election were issued, in the electoral district in which he seeks to vote.

The student should appreciate the importance of an elector ensuring that his name is included in a list of electors, and he should know the correct procedure for marking a ballot in territorial elections.

The student should know that anyone qualified to vote may run as a candidate in **any** electoral district in the Northwest Territories, but he may not be a candidate in more than one electoral district in respect of any one election.

The student should know that each Council is ordinarily elected to office for a period of four years, and no longer, but that the Governor in Council (the federal government), after consulting with the Territorial Council or its individual members, may at any time dissolve the Council and cause a new Council to be elected.

The student should know that it is the duty of a Councillor to be informed concerning issues, to determine and represent the views of his constituents, to participate at sessions of Territorial Council, to serve on Council committees, and to undertake from time to time special assignments representing either the Commissioner or Council. He should also know the name of the Councillor who represents his own constituency.

The student should know that the principal areas of public life concerning which the Council of the Northwest Territories has been allocated certain authority to act include: regulation of municipal government, education, health and social services, economic development and wildlife management.

The student should know that the Council of the Northwest Territories considers matters raised by the Executive, or by private members, in a very formal way when it sits as the Assembly (Council in session), and in a much more informal way when it sits as Committee of the Whole.

The student should know that the Assembly is presided over by the Speaker, an officer chosen by the Councillor's from among themselves. He should also know the name of the Speaker.

The student should know that "Bills" are proposed legislation, and that if they are passed by Council and assented to by the Commissioner they become Ordinances, legally binding on inhabitants of the Northwest Territories.

The student should understand that laws always reflect certain values and protect certain interests.

The student should know that the Northwest Territories Act names the Commissioner as the chief executive officer of the Government of the Northwest Territories; that although the Commissioner may take advice from the Executive Committee or the Council, he does not share his executive power with any other individual or body in the Northwest Territories; and that his duty is to administer the Government of the Northwest Territories under instructions from time to time given by the Governor in Council (the federal cabinet) or the Minister of Indian and Northern Affairs.

The student should know that the Commissioner administers and supervises the work of government in the Northwest Territories with the advice and assistance of an Executive Committee which is made up of the Deputy Commissioner, the Assistant Commissioner, and three elected members of Territorial Council, in addition to himself.

The student should know that the day to day work of government is carried out by the territorial public service, which is made up of many individuals with particular skills, and that the public service is organized into activity areas, each of which is headed by a public servant, usually designated a Director.

The student should know that government programs require financing, and that a budget is a statement of the total amount of money that can be spent for these programs over the period of a year, and further, the sub-totals that can be spent for specific purposes.

The student should know that the Council of the Northwest Territories may advise the Commissioner concerning the raising of revenue by direct taxation within the Territories, and by the licensing of any business trade, calling, industry or occupation.

The student should know that "responsible government" refers to a government whose executive body is fully answerable to elected representatives, and that these representatives in turn are obliged to account for their actions to the electorate, and not to any other individual or body.

The student should know that government in the Northwest Territories is not "responsible government" although a variety of measures have been, and are being, taken to make it more responsive to the will of the people in the Territories.

The student should know that provincial governments in Canada are "responsible governments" having constitutional authority to pass laws with respect to certain matters set forth in section 92 of the B.N.A. Act.

The student should know that Magistrate Court and the Supreme Court of the Northwest Territories are circuit courts, based in Yellowknife, which hold hearings to deal with the more serious violations of law in the Northwest Territories.

The student should know, with respect to the conduct of a meeting, the duties of a chairman and a secretary, the purpose, nature and disposition of minutes, the nature of a constitution and its essential elements, the procedures for moving, seconding and amending motions, the nature and purpose of an agenda, and the elements of an acceptable order of business.

Supplementary Objectives

The student should know the names and locations of the territorial electoral districts, and the names of the Councillors who represent them.

The student should know that territorial elections are carried out under machinery set forth in the "Canada Elections Act" and the "Council Ordinance".

The student should know that Council sessions are customarily opened with an address by the Commissioner of the Northwest Territories and that Councillors, in their responses to this address, have the opportunity to introduce general matters of concern to themselves and to their constituents.

The student should know that Committee of the Whole is presided over by the Chairman, an officer chosen by the Councillors from among themselves. He should also know the name of this officer.

The student should know that government Bills (Private and Public) are introduced to Council by elected members of the Executive Committee and may deal with any matter that falls within Council's jurisdiction, and that Private Members' Bills may be introduced by any member of the Council, though these will not be accepted for consideration if they involve the expenditure of money.

The student should have begun to develop the analytical skills necessary to determine whether the values and interests he recognizes in particular laws are in favor of the public good.

The student should know the names of the Deputy Commissioner, the Assistant Commissioner and the Elected Members of the Executive Committee.

The student should know that the major program departments of the Government of the Northwest Territories are the Department of Economic Development and Tourism, the Department of Education, Department of Health and Social Services, the Department of Local Government and the Department of Natural and Cultural Affairs. He should also be aware of the major programs carried out under the aegis of these departments.

The student should know the essential duties of returning officers, deputy returning officers and poll clerks in territorial elections, and he should know the procedures for nominating a candidate for Territorial Council.

The student should know that Territorial Council can show its disapproval of the Administration's actions, if it is inclined to do so, by refusing to pass the annual budget.

The student should know that the Government of the Northwest Territories does not have control over, or direct access to revenue from non-renewable resources.

The student should understand that economic self-sufficiency must have some bearing upon the question of responsible government.

The student should know that the autonomy of provincial governments is legally limited by the federal appointment of Lieutenant-Governors, by their power to withhold assent, by the federal power of disallowance, and by the peace, order and good government clause (section 91) of the B.N.A. Act.

The student should have begun to understand that regardless of written constitutional law, customary practice has an important influence on the conduct of government affairs.

The student should know that where judgments of the Supreme Court of the Northwest Territories are appealed, they may be reviewed by the Court of Appeal of the Northwest Territories, or where Magistrate Court judgments are appealed, they may be reviewed either by the Supreme Court of the Northwest Territories or by the Court of Appeal. He should also know the names of the Chief Magistrate and the Judge(s) of the Supreme Court of the Northwest Territories based in Yellowknife.

The student should be aware that quasi-government institutions such as the Northwest Territories Housing Corporation, the Workers' Compensation Board, the Liquor Licensing Board, the Game Advisory Board, the Advisory Board on Higher Education, the Historical Advisory Board, the Public Utilities Board and Territorial Hospital Insurance Services are active in the Northwest Territories.

The student should be aware that non-government bodies such as the Inuit Tapirisat of Canada, the Committee for Original Peoples' Entitlement, the Dene Nation (Indian Brotherhood/N.W.T.), the Metis Association, the Northwest Territories Chamber of Mines, and the Association of Municipalities, while lacking authority over any but their voluntary members, can yet have an important influence on territorial affairs.

The student should understand that politics essentially is the pursuit and use of power; that people must often become involved in politics in order to maintain or secure certain values and to protect or advance certain interests; and that one's failure in a democratic system to pursue and use power inevitably leaves the shaping of society to those who do.

The student should demonstrate that he recognizes and accepts his responsibility for the well being of his community by joining with other members of his class to establish a club to help provide needed social services in the community.

The student should be able to participate effectively in club activities by speaking his mind after thoughtful consideration, and by voting objectively on issues that arise.

LESSON ONE

TOPICAL QUESTION

What is the legal basis of the authority of the Government of the Northwest Territories?

OBJECTIVE

The student should know that the Government of the Northwest Territories receives its legal authority to govern not directly from the Canadian constitution (the B.N.A. Act) but from the Northwest Territories Act, a statute of the federal government of Canada.

SUGGESTED APPROACH

Using the map "Territorial Evolution of Canada" and information from "Territorial Government" (both in the Civics Kit), review material learned in earlier grades: the B.N.A. Act, Confederation, the transfer of Rupert's Land and the North-Western Territory to the Government of Canada in 1870, and the subsequent creation of provinces. Inform the students that all territory which has not been incorporated into provinces is still under the ultimate legal authority of the Government of Canada, regardless of what instruments may have been devised for the territory's governance, or what powers may have been delegated; that this is what is signified by the word "territory". Distribute copies of the first three pages of the Northwest Territories Act. Briefly discuss the Act's origin, and the significance of one or two sections.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Is the Northwest Territories Act the constitution of the Northwest Territories? Explain. When was the Act first passed? When were the most recent amendments passed, and what was the substance of those amendments?
2. How can the Northwest Territories Act be changed? Can it be abrogated? Explain.
3. Is having "legal" authority to govern the same thing as having absolute and unquestioned authority to govern? Explain. Who might question the authority of the Government of Canada to govern the territory? On what grounds?

LESSON TWO

TOPICAL QUESTION

What is the relationship between the Department of Indian and Northern Affairs and the Government of the Northwest Territories?

OBJECTIVE

The student should know that the Government of the Northwest Territories is subject to the authority and supervision of the Minister of the federal Department of Indian and Northern Affairs, and that the Commissioner of the Northwest Territories is an employee and agent of the federal government. He should also know the name of the Minister of Indian and Northern Affairs and the name of the Commissioner of the Northwest Territories.

SUGGESTED APPROACH

Drawing upon pertinent information in "Territorial Government" and "Members' Manual" (Sections 1-6 of the Northwest Territories Act, and the section on the allocation of powers), both of which are in the Civics Kit, have students chart the relationship between the federal government and the government of the Northwest Territories, noting particularly the ultimate repository of power. It should be noted as well, of course, that this is an "evolving" relationship, subject to future change.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. To whom does the Commissioner report, and to whom is he responsible?
2. Why does the Department of Indian and Northern Affairs not govern directly from Ottawa?
3. Why was D.I.N.A. chosen to supervise the government of the Northwest Territories rather than some other federal department?
4. Is the Minister of Indian and Northern Affairs the ultimate authority over the Territories, or are his actions subject to the authority of some other individual or body? Explain.
5. What changes have occurred in territorial government over the years, and what has been responsible for these changes?
6. Are all Canadians entitled to feel that they have a stake in the disposition of the Territories? Why or why not? If they are, how can what they desire for the Territories be reconciled with the interests of those who live in the Northwest Territories?

LESSON THREE

TOPICAL QUESTION

What is the Territorial Council, and whom do its members represent?

OBJECTIVE

The student should know that the Council of the Northwest Territories is the legislative body of the Government of the Northwest Territories, and that it is comprised of fifteen elected members each of whom represents the citizens in one electoral district. He should also know the names and locations of the electoral districts, and the names of the Councillors who represent them.

SUGGESTED APPROACH

Review the concept of a legislative body. Identify the Territorial Council as the legislative body of the Government of the Northwest Territories. Then, drawing on information in "Members' Manual" (Section 8 of the N.W.T. Act, the listing of Councillors and the constituency map), have students fill in outline maps of the Territories showing the names of the electoral districts and their representatives. Point out that electoral districts are sometimes referred to as "constituencies" or "ridings".

Note: Members of Territorial Council would like that body to be called the Legislative Assembly of the Northwest Territories, thus introducing a connotation which suggests responsible rather than merely representative government. However, the Northwest Territories Act refers to it as a Council, and the federal government to date has chosen not to change that designation. Consequently, in this curriculum it will be referred to as the Council.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Who has determined the size of the Council? How can that number be changed? (It is likely that the Council will be increased in size in the very near future.)
2. Is representation fixed strictly according to population? What other factors do you think may have been taken into account in fixing the electoral district boundaries?
3. Does the present Council fairly represent the ethnic make-up of the Territories? Explain.
4. What are some examples of legislation recently passed by the Council?

LESSON FOUR

TOPICAL QUESTION

What legal qualifications do individuals have to meet before they may present themselves as electors, or as candidates for Territorial Council?

OBJECTIVE

The student should know that in order to vote in a territorial election, an individual must: a. be a Canadian citizen, other British subject, or a landed immigrant, b. have attained the age of nineteen years, c. have been ordinarily resident in the territories for a period of at least twelve months immediately prior to polling day, and d. have been ordinarily resident, on the day on which the writs of election were issued, in the electoral district in which he seeks to vote. He should also know that anyone qualified to vote may run as a candidate in **any** electoral district in the Northwest Territories, but he may not be a candidate in more than one electoral district in respect of any one election.

SUGGESTED APPROACH

Drawing on information in "Members' Manual" (the Council Ordinance) and "Territorial Government" (the section on electoral procedures) have students prepare charts illustrating who may vote and who may run for office in territorial elections. Certain categories of persons who may not vote, or who may not run for Council should be noted as well.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTIONS WHICH MIGHT BE PURSUED

1. Do you agree that British subjects and landed immigrants should be allowed to vote or to run for Council, considering the fact that Council at the same time has passed a Municipal Ordinance limiting, in municipal elections, these rights to Canadian citizens?
2. Is it acceptable that a person need not be a resident of an electoral district in order to represent it on Council? Why or why not? Do you know of any instances where this has occurred?
3. Why do you suppose the names of twenty-five electors are needed to support each nomination? Is this too few? Too many?
4. Why do you suppose a deposit of $200 is required of each cadidate? Is this too little? Too much?
5. Is nineteen a satisfactory age for enfranchisement? Why or why not?
6. Should residency requirements for voting and for candidacy be longer? Why or why not?
7. What is the reason behind each case of disenfranchisement? Is the reason acceptable? Why or why not?

LESSON FIVE

TOPICAL QUESTION

How often are elections for the Council of the Northwest Territories held, and under what machinery?

OBJECTIVE

The student should know that each Council is ordinarily elected to office for a period of four years, and no longer, but that the Governor in Council (the federal government), after consultation with the Territorial Council or its individual members, may at any time dissolve the Council and cause a new Council to be elected. He should also know that territorial elections are carried out under the machinery set forth in the "Canada Elections Act" and the "Council Ordinance".

SUGGESTED APPROACH

Drawing upon pertinent information in "Members' Manual" (the Northwest Territories Act and the Council Ordinance) and "Territorial Government" (the sections on election procedures), review the following concepts, which students will have studied at Level Four: a list of voters; returning officer; poll clerk; secret ballot, and acclamation.

Then introduce and explain the following:

1. the meaning of a **general** election
2. the length of a member's term on Council
3. the meaning of a by-election necessitated by resignation or death
4. the duties of a deputy returning officer, and
5. the fact that a voter must place an "X" beside the name of the candidate of his choice, and not merely a mark as is required under the Municipal Ordinance.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What is a spoiled ballot? How can it be avoided?
2. Can you explain why such a rigid procedure is followed in the conduct of elections? Under what grounds might the validity of an election be contested? Do you know of any illegal practices which have sometimes occurred with respect to voters' lists and ballot boxes? Explain.
3. Is Council's length of term too long? Too short? Why?
4. Under what authority is the federal government given the right to dissolve Council? What, if anything, does this indicate about the nature of the Territorial Government? Do you know of any instance where the federal government has exercised this power?
   Note: It is likely that election legislation will be changed somewhat in the near future to give Council complete authority to regulate its own size, and to determine constituency boundaries and the machinery for holding elections.

LESSON SIX

TOPICAL QUESTION

What are the duties of a Territorial Councillor?

OBJECTIVE

The student should know that it is the duty of a Councillor to be informed concerning issues, to determine and represent the view of his constituents, to participate at sessions of Territorial Council, to serve on Council committees, and to undertake from time to time special assignments representing either the Commissioner or the Council. He should also know the name of the Councillor who represents his constituency.

SUGGESTED APPROACH

Focus on the activities of the Councillor in your own electoral district. Discuss those of his activities with which students are already familiar. Supplement their knowledge with information from "Territorial Government" in the Civics Kit. Invite the Councillor to speak to the class whenever he is available.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What indemnities are paid to a Territorial Councillor? (see the Council Ordinance). Are these adequate?
2. To what extent is a Councillor a leader? A servant of the people? In what ways should a Councillor show that he recognizes his responsibility to undertake both of these roles?

3. Is your Councillor a resident of the electoral district? Who did he run against in the last election? Why do you think he won? Has he fulfilled any promises he might have made?
4. What do you like about the way your Councillor represents the electoral district? What do you dislike?
5. What is the difference between "standing" and "special" committees? What are the standing committees of Council? Why are these committees permanent? What committees does you Councillor serve on?

LESSON SEVEN

TOPICAL QUESTION

What are some of the more important matters with which the Council of the Northwest Territories concerns itself?

OBJECTIVE

The student should know that the principal areas of public life concerning which the Council of the Northwest Territories has been allocated certain authority to act include: regulation of municipal government, education, health and social services, economic development and wildlife management.

SUGGESTED APPROACH

Drawing on the knowledge students have of territorial government activities in the community, supplemented by information in "Territorial Government" and "Members' Manual" in the Civics Kit, have students prepare a frieze illustrating the jurisdictions of Territorial Council. Spotlight the major activities noted in the objective above. The treatment of the topic should be general in nature since a subsequent lesson deals in more detail with the major programs of the territorial government.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What has prompted the federal government to allocate authority in these particular areas of public concern? To what extent do these parallel provincial jurisdictions as outlined in the B.N.A. Act?
2. In which of Council's activities is there an overlap with federal jurisdictions?
3. What circumstances are responsible for the inclusion of sections 14(2) and 14(3) in the Northwest Territories Act?
4. Where are correctional centers located in the Northwest Territories?
5. Is the territorial government's handling of "intoxicants" adequate? Why or why not?
6. Is the territorial government's road program adequate? Why or why not? (Keep in mind that the Federal Government is fully responsible for funding construction of roads, while the Territorial Government is responsible for maintenance).

LESSON EIGHT

TOPICAL QUESTION

What is the structure under which Territorial Council operates when it considers those matters falling within its jurisdiction?

OBJECTIVE

The student should know that the Countil of the Northwest Territories considers matters raised by the Executive, or by private members, in a very formal way when it sits as the Assembly (Council in session), and in a much more informal way when it sits as Committee of the Whole. He should know that the Assembly is presided over by the Speaker, and that Committee of the Whole is presided over by a Chairman, each of whom is chosen by the Councillors from among themselves. He should also know the name of the Speaker.

SUGGESTED APPROACH

Using information from appropriate sections "Territorial Government" and "Members' Manual", distinguish between the Assembly and Committee of the Whole, particularly with respect to the presiding officer, the rules of debate, the disposition of the Mace and the power to enact.

Discuss the role of the Speaker, his powers, the limits to his powers (including the circumstances in which he may vote), and the limitations on his role as a private member. Also discuss the duties of a chairman, and the conduct expected of him while he presides over a meeting.

Be sure to take the class to see the Council in action if it should convene in your community.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What tradition is being followed in the structure under which Council conducts its business? What are the advantages of this tradition? The disadvantages?
2. What is the history of the Mace? What does it symbolize? Are there other symbols associated with Council?
3. What is the purpose of the Commissioner's Opening Address? What tradition is followed by members after this address?
4. Who are the appointed officers of Council present during its sessions? What are their various duties?

LESSON NINE

TOPICAL QUESTION

What are "Bills", how do they originate, and what becomes of them?

OBJECTIVE

The student should know that Bills are proposed legislation; that government Bills (Private and Public) are introduced to Council by elected members of the Executive Committee and may deal with any matter that falls within Council's jurisdiction; that Private Members' Bills may be introduced by any member of Council, though they will not be accepted for consideration if they involve the expenditure of money; and that if a Bill is passed and assented to by the Commissioner it will become an Ordinance, legally binding on inhabitants of the Northwest Territories.

SUGGESTED APPROACH

Drawing on information in "Territorial Government" and the section on Council rules in "Members' Manual" (Civic Kit), have students trace and diagram the origin, introduction and disposition of legislation in the Territorial Council. Script and role-play the introduction of various kinds of Bills into a mock class Council.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Why are private members not allowed to introduce bills which involve the expenditure of money? Is there sufficient reason for retaining this parliamentary tradition in the Northwest Territories where there is no elected government party which is directly answerable to the people?
2. Are Private Members' Bills given exactly the same treatment as government bills before the Council? Why or why not?
3. Why is there a limitation on debate in Council in session. Do you agree with this practice?
4. What is a law passed by a municipal government called? One passed by the federal government? Why do you suppose different terms are used?
5. What are some of the better known ordinances passed by Territorial Council?

LESSON TEN

TOPICAL QUESTION

What values underlie particular laws, and what interests are these laws designed to protect?

OBJECTIVE

The student should understand that laws always reflect certain values and protect certain interests. He should have begun to develop the analytical skills necessary to determine whether the values and interests he recognizes in particular laws are in favor of the public good.

SUGGESTED APPROACH

Have students read this segment of the Territorial Education Ordinace, and discuss the questions which follow:

Academic Year

62. Schools shall be in session a minimum of one hundred and ninety days in each academic year.

63.(1) Schools shall be closed on all Sundays and on the following holidays: (a) New Year's Day; (b) Good Friday; (c) Easter Monday; (d) Dominion Day; (3) Labour Day; (f) Thanksgiving Day; (g) Rememberance Day; (h) Christmas Day; (i) the day fixed by the Governor-General for observance of the birthday of the reigning sovereign.

(2) A local education authority may declare that the schools in the education district shall be closed for the observance of a holiday for a local purpose, but such holiday shall not exceed one day in any month and two days in an academic year.

64.(1) The Executive Member shall cause to be published each year, on or before the thirtieth day of April, a calendar for the academic year commencing on the first day of July of that year, setting forth the dates of school opening, school closing and vacations for all schools.

(2) In preparing the calendar for the academic year the Executive Member shall consult the local education authorities, and shall satisfy himself that dates established for the various education districts meet the special needs of and make allowance for the life styles of the people of each district.

65.(1) A school day shall consist of a minimum of five hours and a maximum of five and one-half hours for students during their first six years in school and a minimum of five and one-quarter hours and a maximum of five and three-quarter hours after the sixth year.

(2) The minimum and maximum hours set forth in subsection (1) do not include recess and lunch periods.

66.(1) There shall be recess periods during the morning and the afternoon sessions and a lunch period each school day in all elementary schools, none of which shall be used for instruction purposes except on a voluntary basis.

(2) There shall be a lunch period each school day in every secondary school that shall not be utilized for instructional purposes except on a voluntary basis.

67. Times for the opening and closing of school each day, the recess periods and the lunch period shall be established by the local education authority, subject to the provisions of this Ordinance.

For Discussion
Northwest Territories

1. What values underlie this legislation? What interests is it designed to protect?
2. To what extent are the values reflected in this law shared by members of this community? Are the interests protected, the interests of members of this community? If so, does this law do an adequate job with respect to what it is intended to do? Explain.
3. Is there some other Academic Year that might better protect the interests of members of this community. What is it? What values would be reflected in such a law? What interests would it protect?
4. Do you think all laws reflect certain values and protect certain interests? Explain.
5. Considering values and interests, what is a good citizen's responsibility with respect to proposed legislation, or legislation that is already enacted?

LESSON ELEVEN

TOPICAL QUESTION

Who is the chief executive officer of the Government of the Northwest Territories, and what authority does he have?

OBJECTIVE

The student should know that the Northwest Territories Act names the Commissioner as the chief executive officer of the Government of the Northwest Territories, that, although the Commissioner may take advice from the Executive Committee or the Council, he does not by law share his executive power with any other individual or body in the Northwest Territories; and that his duty is to administer the government of the Northwest Territories under instructions from time to time given by the Governor in Council (the federal government) or the Minister of Indian and Northern Affairs.

SUGGESTED APPROACH

By taking account of various activities of the Commissioner (maintain a file of newspaper articles), and by drawing on information in "Members' Manual" (the N.W.T. Act and Allocation of Authority), discuss the role played by the Commissioner in the governance of the Northwest Territories. Particularly note his position in relation to the federal government, the Executive Committee, and the Council. Note as well that he may delegate some of his authority to others who then act on his behalf.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Why might the Commissioner feel bound to accept the advice of Council and assent to the legislation it proposes?
2. To whom is the Commissioner answerable for his actions? Is this situation acceptable for people in the Northwest Territories? For people in the remainder of Canada?
3. In what ways does the Commissioner's role resemble the roles of certain other officials elsewhere in Canada? In what ways does it differ?

LESSON TWELVE

TOPICAL QUESTION

What structure has been established to execute the work of the Government of the Northwest Territories?

OBJECTIVE

The student should know that the Commissioner administers and supervises the work of the government of the Northwest Territories with the advice and assistance of an Executive Committee which is made up of the Deputy Commissioner, the Assistant Commissioner, and three elected members of the Territorial Council, in addition to himself. He should also know that the day to day work of government is carried out by the territorial public service, which is made up of many individuals with particular skills, and that the public service is organized into activity areas, each of which is headed by a public servant, usually designated a Director.

SUGGESTED APPROACH

Drawing on information in "Territorial Government" and "Government of the N.W.T. Organization Chart" (Civics Kit) have students prepare charts which illustrate the essential structure of the executive arm of the Government of the Northwest Territories. Note that those who exercise executive authority have had that authority delegated to them by the Commissioner.

Note: Members of the Territorial Council would like their elected members on the Executive Committee to be called Ministers and addressed as "the Honorable", thus introducing connotations which tend to suggest responsible rather than merely representative government. In fact, documents pertaining specifically to Council refer to them in this way. But the federal government to date chooses to refer to them as Executive Member Responsible for Economic Development and so on, and does not regard them as Ministers, but as advisors; more over, advisors whose advice the Commissioner may disregard if he chooses.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What is the size of the Territorial Government's public service?
2. What career opportunities are available in the public service?
3. What efforts are made to employ native northerners in the public service?
4. What are the departments for which the elected members are responsible? Do elected members have authority over the Directors of these departments? Should they have?
5. What is significant about the fact that the chief executive officer of a municipality, and of the federal government must be elected, but that the chief executive officer of the Government of the Northwest Territories is appointed?

Have some of the more capable students research the local activities of the Department of Health and Social Services in preparation for the following lesson. Where there is no social services office as such, the senior representative of the Territorial Government in the community should be able to provide information on this department's programs.

LESSON THIRTEEN

TOPICAL QUESTION

What are the major program departments of the Government of the Northwest Territories?

OBJECTIVE

The student should know that the major program departments of the Government of the Northwest Territories are the Department of Economic Development and Tourism, the Department of Education, the Department of Health and Social Services, the Department of Local Government and the Department of Natural and Cultural Affairs. He should also be aware of the major programs carried out under the aegis of these departments.

SUGGESTED APPROACH

Drawing on information in "Territorial Government" (Civics Kit), note the major program departments and their primary activities. Then, using the research material brought in by students, go into more detail on the activities of the Department of Health and Social Services to illustrate the organization and structure of a department.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTIONS WHICH MIGHT BE PURSUED

1. What significance, if any, is there in the fact that elected members of the Executive Committee have been attached to the major program departments?
2. How much is spent per year by the major program departments in your community? What, if anything, does the allocation of funds suggest about territorial government priorities? About local conditions?

LESSON FOURTEEN

TOPICAL QUESTION

How can our class assist in providing social services to the community?

OBJECTIVE

The student should demonstrate that he recognizes and accepts his responsibility for the well being of his community by joining with other members of his class to establish a club to help provide needed social services in the community.

SUGGESTED APPROACH

A discussion should be held in class to consider ways in which class members might help to provide worthwhile social services in the community. Among the activities which might be considered are these: occasional visits to the handicapped and the elderly; keeping their walks and doorways free of snow; shopping occasionally for people who cannot easily make it to the stores; arranging entertainments for people who cannot often get out; preparing and distributing Christmas hampers; acquiring and distributing good used clothing; providing emergency baby-sitting services; and assisting the efforts of community health workers, adult educators, and various organizations (Mental Health, Home Care, Meals-on-Wheels) which are involved in similar work.

The club should be formally established in accordance with the procedure outlined on pp. 114-121 of **Parliamentary Procedure** (Civics Kit). The constitution should be brief and simple, and it should name standing committees, and make provisions for special committees. Teachers should refer to the sample constitution included in "Societies Ordinance" (also available in the Civics Kit), in order to be familiar with the kind of constitution demanded by the Government of the Northwest Territories from societies seeking incorporation. But the class club's constitution should not even try to approximate this in formality or detail. The simpler, the better. (A sample classroom constitution may be found on p. 127 of **Parliamentary Procedure**.)

Do not elect permanent officers at this meeting.

LESSON FIFTEEN

TOPICAL QUESTION

How should the election of the club's permanent officers be managed?

OBJECTIVE

The student should know the essential duties of returning officers, deputy returning officers and poll clerks in territorial elections, and understand how important it is for an elector to ensure that his name is included in a list of electors. He should also know the procedures for nominating a candidate and for marking a ballot correctly.

SUGGESTED APPROACH

Drawing upon pertinent information on territorial elections in "Territorial Government" the teacher should guide the students in establishing a procedure for, and conducting, an election of officers for the class social action club. During this exercise students should learn the correct terms and procedures for conducting a territorial election, but these need not be followed exactly in the class election.

Take advantage of this opportunity to improve speaking skills by having candidates make campaign speeches. Include speeches by others in support of their favorite candidates. Review the concepts of election by acclamation, and of spoiled and rejected ballots.

LESSON SIXTEEN

TOPICAL QUESTION

How can class club meetings be carried out effectively?

OBJECTIVE

The student should know that an acceptable order of business for conducting a meeting is (1) a call to order (2) reading and approval of the minutes (3) reports of standing committees (4) reports of special committees (5) business arising out of the minutes (unfinished business) (6) new business (7) announcements, and (8) adjournment. He should also know the nature and purpose of an agenda, and the correct procedure for amending motions.

SUGGESTED APPROACH

In preparation for the class club's first meeting, the teacher should review with the class those concepts learned in earlier grades including the duties of a chairman and a secretary, the purpose, nature and disposition of minutes, the procedure for moving and seconding motions, and the elements of an acceptable order of business. Then, drawing on information contained in pp. 6 - 13 and 27 - 34 of **Parliamentary Procedure,** he should introduce reports from standing and special committees to the students' understanding of an acceptable order of business. He should also introduce the concept of an agenda for meetings, and teach the correct procedure for amending motions.

Excessive attention to procedure should not be allowed to dampen the class' enthusiasm to get on with the business of the club. In this connection, the teacher is strongly advised to read the introductory material, and pp. 1 - 5, of **Parliamentary Procedure**.

Club meetings should thereafter be conducted from time to time as the need arises. Its activities should be ongoing.

LESSON SEVENTEEN

TOPICAL QUESTION

What is a budget?

OBJECTIVE

The student should know that government programs require financing, and that a budget is a statement of the total amount of money that can be spent for these programs over the period of a year, and further, the sub-totals that can be spent for specific purposes.

SUGGESTED APPROACH

Drawing on information in "Territorial Government" (Budget, 1976), introduce the concept of a budget, the steps taken in the preparation of a territorial budget, and the main sources of revenue and areas of expenditure.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What are the Main Estimates? Who prepares them?
2. Why are there negotiations with the federal government to set funding limits? Why should each of Indian and Northern Affairs, Treasury Board and Finance be involved in these negotiations?
3. What portion of the total budget is raised in the Northwest Territories? By what means?
4. What is your opinion concerning the territorial government raising part of its revenue by taxing liquor sales?
5. Do you agree with Council's recent decision to raise part of its revenue by taxing income?
6. What do expenditure allotments disclose about government priorities? Do you agree with these priorities? Why or why not?
7. Does the statement of revenue and expenditures seem to indicate that the Territories is ready for provincial status? Explain.

LESSON EIGHTEEN

TOPICAL QUESTION

What power does the Council of the Northwest Territories have with respect to the budget?

OBJECTIVE

The student should know that the Council of the Northwest Territories may advise the Commissioner concerning the raising of revenue by direct taxation within the Territories, and by the licensing of any business, trade, calling, industry or occupation. He should also know that the Council can show its disapproval of the Administration's actions, if it is inclined to do so, by refusing to pass the annual budget.

SUGGESTED APPROACH

Drawing on information in the Northwest Territories Act (Legislative Powers of Commissioner in Council) discuss the Council's role in territorial budgeting, the present need for federal subsidies (particularly in the absence of territorial control over non-renewable resources), and the relationship of these facts to the limited autonomy of the Government of the Northwest Territories. Note that the Budget Debate gives Council the opportunity to talk about spending priorities. A re-allocation of funds within the total budget can be made and sometimes is.

Note: The Council's power to refuse to vote supply is not absolute in the sense that the federal government, by special enactment, could circumvent this blockage.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Why are the Main Estimates generally considered by Council at the January Session?
2. What opportunity does the introduction of Estimates give the Council for criticism of the administration, and of specfic program?
3. Should the Council have broader powers to raise revenue? Control over other sources of revenue? Explain.

LESSON NINETEEN

TOPICAL QUESTION

What does "responsible government" mean?

OBJECTIVE

The student should know that "responsible government" refers to a government whose executive body is fully answerable to elected representatives, and that these representatives in turn are obliged to account for their actions to the electorate, and not to any other individual or body.

SUGGESTED APPROACH

Consider alternative structures of government where the chief executive officer is (was) considered to be answerable to God (King James I, Britain), to a single political party (the Soviet government, U.S.S.R.), or perhaps to no one (Idi Amin, Uganda). Contrast this with the concept in Western democracies that a government must be answerable to the people it governs and to no one else (the government of Canada). Associate the term "responsible government" with this concept. Discuss the relative merits of each.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. James I once said: "I will govern according to the common weal (well being), but never according to the common will". What did he mean by this? Can one individual possibly know better than the many what is good for the public? Explain.
2. What pressures are placed upon leaders who must answer to the people? What is good about this? Bad? What implications might this have, if any, concerning honesty among those seeking leadership? Concerning the moral level of life in the community?
3. Does a responsible government always do what a majority or people want it to do? (e.g. capital punishment in Canada, or bilingualism). To what extent should a responsible government lead the public? Follow it? What recourse does the public have in cases where a responsible government fails to act in accordance with the wishes of the majority?
4. Once a government has established a policy can a subsequent government easily alter it? Why or why not?
5. What does economic self-sufficiency have, if anything, to do with responsible government? Explain.

LESSON TWENTY

TOPICAL QUESTION

Is government in the Northwest Territories "responsible government"?

OBJECTIVE

The student should know that government in the Northwest Territories is not "responsible government" although a variety of measures have been, and are being, taken to make it somewhat responsive to the will of the people in the Territories.

SUGGESTED APPROACH

Have students review those articles in the Northwest Territories Act which allocate and define powers (use section 21 of "Members' Manual" for support). Then have them prepare two charts, one illustrating the ways in which the federal government through its Minister of Indian Affairs and Northern Development and his agent, the Commissioner of the Northwest Territories, have ultimate control of government in the Northwest Territories; the other illustrating the ways in which the territorial government is somewhat responsive to the will of the people.

The following may serve as a guide:

Federal Powers

1. Sections 91 and 146 of the B.N.A. Act.
2. Sections 3, 4 and 16 of the Northwest Territories Act.
3. Section 13 of the Northwest Territories Act. The Council has legislative powers only in conjunction with the Commissioner who may refuse to accept the advice of the Council by withholding assent to its enactments. (Customary practice, however, has a persuasion of its own. The Administration cannot whimsically exercise this power). In addition, all Territorial legislation is subject to any Act of the Parliament of Canada.

Responsive Government

1. Section 8 of the Northwest Territories Act.
2. Elected Members on the Executive Committee of the Government of the Northwest Territories.
3. The power of the Council to refuse to pass the Main Estimates (which power, as has already been noted, could be circumvented).
4. The right of Councillors to question the Administration each day during the Council sessions.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED.

1. Why does the federal government not often exercise its power of disallowance with respect to Territorial legislation?
2. Why does the Commissioner generally assent to Territorial legislation?
3. Should the present Territorial government be made more responsive to the will of the people (how?), or should full "responsible government" be conferred immediately?
4. What reasons are commonly advanced as to why the Government of the Northwest Territories is not and should not be a fully responsible government? (Inadequate economic base, too few people in too large an area, the inhabitants generally are not ready — education and experience — for responsible government, varying ethnic groups with divergent aspirations make a single responsible government impractical, and so on). To what extent are these arguments valid?
5. What is the purpose of the Drury Inquiry? How should the people of the Northwest Territories react to this inquiry?

LESSON TWENTY-ONE

TOPICAL QUESTION

In what important ways do provincial governments in Canada differ from the Government of the Northwest Territories?

OBJECTIVE

The student should know that provincial governments in Canada are "responsible governments", having constitutional authority to pass laws with respect to certain matters set forth in section 92 of the B.N.A. Act. He should also know that the autonomy of provinces is legally limited by the federal appointment of Lieutenant-Governors, by their power to withhold assent, by the federal power of disallowance, and by the peace, order and good government clause (section 91) of the B.N.A. Act.

SUGGESTED APPROACH

Select, as an object of study, that province which has most relevance to the lives of the students. Note the powers of the Lieutenant-Governor, the Premier, the cabinet and the legislature. Analyse the relationship of that government to the Government of Canada. Compare this situation to that in the Territories.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Can you cite instances where the Lieutenant-Governor has withheld assent from provincial legislation? Is this common? Why or why not?
2. Can you cite instances where the federal government has disallowed provincial legislation? Is this common? Why or why not?
3. Can you cite instances where provincial governments have attempted to act outside of the powers allocated to them under the B.N.A. Act? What has been the result?
4. In what ways would the territorial government change if it were to become a provincial government?

LESSON TWENTY-TWO

TOPICAL QUESTION

What is the structure of the judiciary in the Northwest Territories?

OBJECTIVE

The student should know that Magistrate Court and the Supreme Court of the Northwest Territories are circuit courts, based in Yellowknife, (there is a resident magistrate's court in Hay River) which hold hearings to deal with the more serious violations of law in the Northwest Territories. He should know that where judgements of the Supreme Court are appealed, they may be reviewed by the Court of Appeal of the Northwest Territories, or where Magistrate Court judgments are appealed, they may be reviewed either by the Supreme Court of the Northwest Territories or by the Court of Appeal. He should also know the names of the Chief Magistrate and the Judge(s) of the Supreme Court of the Northwest Territories based in Yellowknife.

SUGGESTED APPROACH

Outline the territorial court system by drawing on information from pp. 4 - 7, and Appendix A, of "Court System in the Northwest Territories" (Civic Kit). Support this information by referring to a prominent court case in a local Paper, and by attending a court session where that is possible.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What is the difference between "summary conviction" offences and "indictable" offences?
2. Why are the territorial courts "circuit" courts?
3. How should a magistrate be addressed? A judge?
4. Why is the judge who made an initial ruling prohibited from sitting on a court of appeal?

LESSON TWENTY-THREE

TOPICAL QUESTION

What quasi-government institutions are functioning in the Northwest Territories?

OBJECTIVE

The student should be aware that quasi-government institutions such as the Northwest Territories Housing Corporation, the Workers' Compensation Board, the Liquor Licensing Board, the Game Advisory Board, the Advisory Board on Higher Education, the Historical Advisory Board, the Public Utilities Board and the Territorial Hospital Insurance Services are active in the Northwest Territories.

SUGGESTED APPROACH

After listing these quasi-government institutions, briefly discuss the source of their authority, their lines of responsibility, and the kinds of activities in which they become involved. A decision might be made to analyse in detail the activities of one of these institutions.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Why are such institutions established rather than leaving the work they do to regular government agencies?
2. How is membership on these boards determined?
3. To whom are these boards answerable?
4. What recourse do people have whose interests are threatened by decisions of these boards?

LESSON TWENTY-FOUR

TOPICAL QUESTION

What non-governmental bodies have an influence on territorial affairs?

OBJECTIVE

The student should be aware that non-governmental bodies such as the Inuit Tapirisat of Canada, the Committee of Original Peoples Entitlement, the Dene Nation (Indian Brotherhood/N.W.T.), the Metis Association, the Northwest Territories Chamber of Mines, and the Association of Municipalities, while lacking authority over any but their voluntary members, can yet have an important influence on territorial affairs.

SUGGESTED APPROACH

In addition to listing the influential associations operative in the Northwest Territories, have groups of students prepare display reports on each of them after interviewing various members where that is possible. Or, alternatively, study one association in depth, being sure to offer an invitation to speak to the class to an officer of the chosen group.

SOME QUESTIONS WHICH MIGHT BE RAISED

1. What is the official name of the group?
2. What is the size and range of its membership?
3. Can it be said to speak for others ouside its actual membership? Why or why not?
4. What are the organization's main aims?
5. What are the commonest problems the association has to deal with?
6. What is the association's relationship with the federal government? The territorial government? Other national bodies?
7. Does the association have enough power to deal with its concerns? Sufficient funds? Where do the funds come from? How are they spent?

LESSON TWENTY-FIVE

TOPICAL QUESTION

What is politics?

OBJECTIVE

The student should understand that politics essentially is the pursuit and use of power; that people most often become involved in politics in order to maintain or secure certain values and to protect or advance certain interests; and that one's failure in a democratic system to pursue and use power inevitably leaves the shaping of society to those who do.

SUGGESTED APPROACH

Select some socio-political event that has affected the lives of many people in the Northwest Territories. Note who made the decision that effected the event. Try to determine who (individuals or associations) influenced those who made the decision, and why they were able to do so. Broaden the study to include a consideration of some of the elements of social power (legal establishment, economic strength, reputation, access to media, organized mass action, the use of public opinion, and a variety of pressure tactics). Finally, discuss the consequences — in a pluralistic setting where competitive encounter is the standard method of securing interests — of failure to seek or use power.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. To what extent are one's methods of social action necessarily influenced by the methods of others?
2. What are some moral implications involved in the social use of power? How can moral considerations be safeguarded?
3. Can human beings ever act without influence? Can one believe the statement of another that he has not been influenced in his decisions? Why or why not?

LESSON TWENTY-SIX

CULMINATION

Choose some territorial issue that particularly interests your class. The question of provincial status for the Northwest Territories might be one such issue.

Then, to deal with the issue, hold elections to create a mock council in class which parallels the Territorial Council (it need not be the same size). Again, as with the establishment of your club, make use of nominations, a voters' list, a returning officer, a poll clerk, and so on. Some students may participate by acting as reporters or editors of a special election-issue newspaper. Encourage as many students as possible to participate in one phase or another of the process in order to develop their speaking and writing skills.

Once the Council is formed, have it debate the issue and decide whether or not it will press the federal government for immediate provincial status. Have the Council write its decision into appropriate letter form and send a copy to the Minister of Indian and Northern Affairs.

ACTIVITIES

The following activities (and others of your own choosing) might be undertaken during the term of the course

1. Clip and pin articles from the local newspaper dealing with territorial affairs. Discuss these as the situation seems to warrant.
2. Produce a class newspaper that focuses on territorial personalities, problems and issues.
3. Display photographs of the Territorial Councillors, and write simple biographies on them. Do a more detailed study of your own Councillor. Invite him to the classroom to speak to the class on an issue of some importance to the area.
4. During years when territorial elections are being held, have students prepare a display illustrating the candidates and the issues in your electoral district. Any literature released by candidates could be incorporated.
5. Create a collage illustrating how citizens participate in the process of social governance by attending meetings, making contributions to action groups, canvassing voters, nominating candidates, and serving as jurors. Discuss the effectiveness or value of each method.
6. Have your class scan newspapers to identify pressure groups (groups organized to influence public policy decisions) in the Northwest Territories. List these groups and discuss their activities.
7. Write up a history of the career of Judge J. H. Sissons.
8. Research and discuss famous court cases that have arisen in the Northwest Territories.

9. Undertake a study of the life of a past or present Commissioner of the Northwest Territories. Invite the present Commissioner to speak to the class where that is practical, and in Yellowknife take the class to visit the Executive offices and to meet the Commissioner.
10. Prepare a time-line report on the history of the government of the Northwest Territories.
11. Take your class to a session of Territorial Council where that is possible. Afterwards, discuss officers, organization, procedure and so on.
12. During the year assign each class member the task of keeping track of the activities of one personality who figures prominently in territorial affairs (Councillors, Commissioner, President of the Dene Nation, etc.). Pictures, clippings and written reports can be mounted in individual booklets, and an occasional period set aside for each student to inform the class about the activities of "his" personality.
13. Work with the class in the preparation of a group essay which analyses some territorial issue. Be sure to research and include a fair presentation of opposing points of view in the essay (the objects are both to encourage students to consider opposing arguments in a controversy, and to show them how arguments should be developed and supported). Then leave students free to finish the essay individually, each drawing his own conclusion from the earlier evidence, and offering support for his personal point of view.
14. Establish a speaker's square in the classroom. Set aside a brief time each week (day, month), during which any student who would like to is allowed to speak on any issue that concerns him. The only regulation required is to demand that issues be addressed and not personalities, and that students refrain from using vulgar language. Encourage the use of this square even for very brief statements. Make use of it yourself from time to time.
15. Organize a panel discussion on some territorial issue. Have remaining members of the class question the panel afterwards.
16. Have various students memorize and speak lines from famous speeches, from the bible, etc., and then offer a brief interpretive speech afterwards.
17. Establish a junior debate club, and, if you choose, affiliate it with Territorial Debates, our regional debating association (contact the Executive Assistant to the Director of Education, Laing Building, Yellowknife, to obtain the name and address of the coordinator of Territorial Debates in any given year). Study the techniques of effective speaking, and schedule occasional debates on territorial issues.
18. Investigate the opportunities available for careers in territorial government.
19. Prepare a large reproduction of the Territorial coat of arms, accompanied by an explanation of the symbols.
20. Follow the activities, and note the recommendations, of the Drury Inquiry. Compare the recommendations to actual changes in the structure of Territorial Government that are legislated by Parliament.
21. Begin each civic education lesson by singing O Canada.

CIVICS

ility diversity freedo
nt constitution meeti
ce lobby commission
ament peoples resolu
ghtened town self-int
nterests influence pat
ivision bill ordinance
rman secretary proce
lues morality instituti
s majority minority c
cutive legislature leg
r judiciary responsibl
rage no demonstratio
tion ballot voter identi
nvestigation objectivi
r mandate suffrage al
onflict liberty traditio
minister commitment

iar
e enlighten
iple interes
o cer divisio oi
isdiction chairman secretar
ness issue values morality
ciety consensus majority mi
et taxes executive legis
ion power judiciar
ent leverage no
cti
in
er

dom justice boundar
eeting trial negotiatio
sioner franchise priv
olution civil rights hu
-interest common goo
patronage nepotism
nce by-law law statut
ocedure minutes agen
tution citizen objectiv
y choice member plur
legislation public serv
sible government repr
ation plebiscite petitio
entity competition aut
tivity territory life reb
e alienation individua
ition symbol mayor c
ent debate decision d

LEVEL SIX

NWT
EDUCATION
1978

CIVIC EDUCATION

LEVEL SIX

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES

CIVIC EDUCATION

LEVEL SIX

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1978

NOTE

Before beginning to teach lessons from this curriculum guide, the teacher is urged to read "An Introduction to Civic Education in the Northwest Territories" which is part of the civic education package. This manual contains important information on resources, as well as suggestions for alternate approaches and methods of implementation.

In addition, it provides some guidelines with respect to the spirit in which this program is to be taught, a matter of considerable importance in view of the sensitive nature of the subject.

GENERAL GOALS OF THE NORTHWEST TERRITORIES' CIVIC EDUCATION PROGRAM

The civic education program for schools in the Northwest Territories will seek the development of the good citizen in a democratic society.

1. The citizen understands and accepts the ultimate responsibility he has for shaping, directing and fulfilling his own life.
2. The citizen comprehends the essential harmonious relationship that exists between enlightened self-interest and the general interest of humanity.
3. The citizen appreciates that his rights are the rights of all.
4. The citizen grasps and acts on the principle of duty as well as right.
5. The citizen recognizes in democracy a valuable instrument for harmonizing the aspirations of others with his own, that is, for securing the common good.
6. The citizen respects and defends the essential principles of democracy.
7. The citizen appreciates the advantages of social cooperation, and in acting on this appreciation, recognizes the occasional need to set aside the attainment of certain values in order to attain others of greater worth.
8. The citizen investigates objectively and thoroughly before committing himself to belief or action.
9. The citizen appreciates those institutions which have served the common good, preserves and enhances them.
10. The citizen challenges and repudiates what is destructive of the common good.
11. The citizen initiates and promotes activity in favor of the common good.
12. In short, the citizen is thoughtful, informed and active; to enhance his own well being, he participates to the best of his ability in the process of social governance.

LEVEL SIX

The Level Six course in civic education is comprised of twenty-five lessons. It is intended that one lesson should be taught each week for a period of one hour (although certain lessons may require two class periods). However, as noted earlier, where Superintendents grant permission, civic education lessons may be blocked in some more effective or convenient organizational framework, providing that the total time allotment is observed, and that all core objectives are met.

Over and above the twenty-five lessons, the remaining periods during the year are to be used for evaluation, review, club meetings, the showing of films and video-tapes, involvement in activities suggested at the end of the course outline or any other related activities that the teacher may decide upon.

CONTENTS — LEVEL SIX

Major Theme — The Government of Canada

LESSON:

1. The concept of sovereignty
2. The concepts of representative and responsible government
3. The concept of federalism
4. The B.N.A. Act
5. Federal Government powers
6. Parliament: structure and function
7. Elections to the House of Commons
8. The role of political parties
9. The formation of a government
10. Formation of a class club
11. Meeting procedures
12. Parliamentary traditions
13. The passage of legislation
14. The executive function of a cabinet
15. The role of the civil service
16. Taxation: purposes and kinds
17. Parliament's role with respect to the budget
18. The Supreme Court of Canada
19. Civil rights in Canada
20. A responsible use of freedom
21. Quasi-government institutions in Canada
22. Influential societies
23. Public action in a democratic society
24. Enlightened self-interest
25. Culmination

ACTIVITIES

RESOURCES

Primary Reference:

Canadians and Their Government; Merritt and Brown; J. M. Dent and Sons (Canada) Ltd.

Other References for Student Use:

- Almanac of Canada; Corpus Publishers Services Limited
- Canada and the World; Maclean-Hunter Ltd.
- Canada Year Book
- Canada's Governors — General: Lord Monck to General Vanier; Cowan; York Publishing Co. Ltd.
- Civics for Canadians; Ferris and Onn; McGraw-Hill Ryerson Ltd.
- Encyclopedia Canadiana; Grolier of Canada Ltd.
- Exercising Power: Government in Canada; Miller and Hurst; Longman Canada Ltd.
- Forming a Nation; Stewart and McLean; Gage
- Gaining Power: Democracy and Elections in Canada; Miller and Hurst; Longman Canada Ltd.
- Government in Canada; Ward; Gage
- How Are We Governed; Saywell and Ricker; Clarke, Irwin
- Politics are People: An Illustrated Guide to Canadian Elections; Tooke; Griffin House
- Youth and the Law; McGrath; Gage

References for Teachers:

- Curriculum Guides for the themes **Freedom** and **Responsibility**; Law in a Free Society
- Democratic Government in Canada; Dawson and Dawson; U of T Press
- Introduction to Canadian Politics and Government (2nd edition); White et al; Holt, Rinehart and Winston of Canada Ltd.
- Organization of the Government of Canada; Department of Supply and Services, Ottawa
- Parliaments and Congress; Lower; McClelland and Stewart Ltd.
- Party Politics in Canada; Thorburn; Prentice-Hall of Canada Ltd.

Audio-Visual Supports:

- Films from Resource Centre —
- Canada: Prelude to Confederation series
- Canada: Struggle for Responsible Government series
- The Canadians
- The Canadian Electoral System
- Macdonald, John A.
- Office of the Prime Minister (3 films)
- Ottawa
- Parliamentary Procedure
- Parliamentary Procedure in Action
- The Purse
- The Queen in Canada
- The Queen Opens Parliament
- Search for Value series
- To Track a Shadow
- Vanier, George P.

Vincent Massey
You're No Good

National Film Board of Canada
How John Q. Finally Got It Right and Found Happiness

Other Supports:
Portrait of the Governor-General; Supply and Services; Government of Canada
Portraits of the Prime Ministers; Dent
Portrait of the Queen; Supply and Services, Government of Canada
Provincial Crests (plus Territorial and Federal) 17" x 22" posters; Scholar's Choice

Filmstrip:
Flags, Coats of Arms and Floral Emblems of Canada; Scholar's Choice

In addition, a set of filmstrips produced by N.F.B. for the Department of Northern Affairs on government in Canada, was at one time sent to every school. Perhaps these are still available and usable.

OBJECTIVES

By the end of the year all students taking the Level Six program should be in possession of that knowledge and those abilities designated as "core". Despite their being left out of the core, "supplementary objectives" — cognitive, affective and psychomotor — are important, and they are to be pursued as time, opportunity and the varying levels of student ability will allow.

Teachers who find it necessary to do so, may, of course, concentrate on those lessons which embody the core objectives.

Core Objectives

The student should know that a sovereign state is one which enjoys complete autonomy in handling affairs within its borders; which is independent of the control of other governments. He should know that Canada is a sovereign state.

The student should know that representative government is a style of government in which the people choose representatives who govern in their name, and that government is said to be responsible when it is ultimately answerable to the people whom it governs. He should know that the Government of Canada is both "representative" and "responsible".

The student should know that a federal system is one in which power is constitutionally distributed between provincial (state) governments and a central (federal) government. He should know that government in Canada is patterned on a federal system.

The student should know that the British North America (B.N.A.) Act, passed by the British Parliament in 1867 (and amended since), established Canada as a nation; that it outlines the essential structure of the federal and provincial governments in Canada, and defines the relationship that should exist between them; and that it is the principal written part of Canada's constitution.

The student should know that under section 91 of the B.N.A. Act the federal Government of Canada has been granted the general power to make laws for the "peace, order and good government of Canada", and more specifically, to make laws concerning such important matters as trade and commerce, banking, currency and coinage, native peoples, defence and crime and punishment for criminal offences. He should also know that any matters not specifically allocated to provincial legislatures generally fall under the jurisdiction of the Federal Government, and that this is called the "residual power".

The student should know that Parliament includes the reigning monarch (in practice, his/her representative in Canada, the Governor-General), the Senate and the House of Commons.

The student should know that Parliament holds the legislative power, the sole right to pass laws which will affect the lives of all Canadians.

The student should know that the Governor-General is appointed by the monarch on the advice of the Prime Minister, that members of the Senate are appointed by the Prime Minister, and that members of the House of Commons are elected by the people.

The student should know that elections for the House of Commons must take place at least once in every five years.

The student should know that in order to be qualified to vote in a federal election, an elector must (1) have attained the age of eighteen years by polling day; (2) have been resident in Canada for twelve months immediately preceding polling day; (3) have been resident in the electoral district in which he intends to vote at the date when the writs of election were issued, and (4) be a Canadian citizen.

The student should know that an elector votes by placing an X on the ballot opposite the name of the candidate for whom he wishes to vote.

The student should know that anyone qualified to vote is also qualified to present himself as a candidate for election in any electoral district.

The student should know that federal governments are formed on the basis of party affiliation; that the leader of the political party which wins most seats in the House of Commons in a general election is asked by the Governor-General to become the Prime Minister, and to form a government.

The student should know that if the winning party has more seats than all other parties combined, it will form a majority government but that if it only wins a plurality of seats (more seats than any other party, but not more than all others combined) it will form a minority government, or combine with one or more other parties to form a coalition government.

The student should know that the Prime Minister ordinarily chooses a cabinet from among members of his own party who have been elected.

The student should know that members of the cabinet together are responsible for executing the will of Parliament as expressed through its legislation; that most cabinet ministers are assigned departments to administer; and that they are led in their duties by the Prime Minister, who is the chief executive officer.

The student should know the most important procedures which are followed when Parliament meets in session, including: the election of a Speaker, the Speech from the Throne, the right of members to reply to the Speech from the Throne, and the offical recording of debates in "Hansard".

The student should know the procedure which is followed, and the reason for its adoption, from the time a bill is introduced into Parliament, until it is either defeated, or passed and signed by the Governor-General and becomes law.

The student should know that a government proposes the levying of taxes to finance those programs it feels will serve the needs of the people; that the federal Government of Canada has the power to raise money "by any mode or system of taxation"; and that the most common taxes levied by the Federal Government are personal and corporate income tax, capital gains tax, excise tax, and an import tax or tariff.

The student should know that it is the duty of the Minister of Finance to determine how the necessary revenue to cover government expenditures will be raised; and that neither the Minister alone, nor the government, can raise or spend public funds without the expressed approval of Parliament.

The student should know that when any given session of a particular Parliament ends, that Parliament is "prorogued" with the intention that it will re-convene at a later date. He should also know that when a Parliament is "dissolved" its life is ended; that that particular Parliament has no further power to enact laws.

The student should know that the civil service is organized into departments to carry on the day to day work of government, and that each department is under the direction of an elected officer, a minister, who is assisted by an appointed "permanent" officer, a deputy-minister.

The student should know the names, and the most important undertakings, of the major departments of the Federal Government, including particularly: Energy, Mines and Resources, External Affairs, Finance, Indian and Northern Affairs, Industry, Trade and Commerce, Health and Welfare and Transport.

The student should know that the Supreme Court exercises the supreme judicial function in Canada: that it is the final court of appeal in all cases, most especially those requiring interpretation of the Constitution. He should also know that the Supreme Court is composed of nine judges.

The student should know that the common law (based on British tradition), and the Canadian Bill of Rights, work together to assure Canadians of certain civil liberties, and that among these are freedom of speech and freedom of the press, freedom from discrimination, the right of assembly, the right of petition, the right of free association and the right to vote.

The student should know the name of the reigning monarch and the name of the Governor-General.

The student should know the names of the nationally recognized political parties in Canada, the names of their leaders, and the essential orientation of each party's philosophy.

The student should know the name and the party affiliation of the Prime Minister, and the name and the party affiliation of the Leader of the Opposition.

The student should know the names of the Ministers of Energy, Mines and Resources, External Affairs, Finance, Indian and Northern Affairs, Industry, Trade and Commerce, Health and Welfare and Transport.

The student should know the name and the party affiliation of the Member of Parliament who represents his own constituency.

The student should know, with respect to the conduct of a meeting, the duties of a chairman and a secretary, the purpose, nature and disposition of minutes, the nature of a constitution and its essential elements, the procedures for moving, seconding and amending motions, the order of precedence and the use of privileged motions concerning fixing a time for adjournment, adjournment, recess and questions of privilege, the nature and purpose of an agenda, and the elements of an acceptable order of business.

Supplementary Objectives

The student should know the names of the colonies which initially entered Confederation in 1867, the names and dates on which other provinces joined Confederation, and the names of the Territories which have not yet attained provincial status.

The student should know that the Federal Government has the power to make laws concerning such matters as defence, postal services, immigration and fisheries.

The student should know that provinces have the right to make laws concerning two very important matters: education and the exploitation of natural resources.

The student should know that the Federal Government shares with the provinces the right to make laws concerning such matters as agriculture, labor and health and welfare.

The student should know that Canada took a major legal step towards sovereignty as a nation with the passage of the (British) Statute of Westminster, 1931.

The student should know that all the provinces have unicameral legislatures (Quebec did away with its Upper House in 1968), while the federal government has a bicameral legislature.

The student should know the number of seats in the House of Commons.

The student should know that political parties arouse public interest in political issues, and present arguments for and against specific policies and proposals.

The student should know that political parties are financed largely by membership fees, and by contributions from interested individuals, businesses and other organizations.

The student should know the main duties of the Chief Electoral Officer, returning officers, and deputy returning officers in federal elections.

The student should know the main traditions that are observed when Parliament meets in session, including: the Black Rod ceremony, the various titles and forms of address with respect to officials and ordinary members of parliament, and the seating arrangements in the House of Commons.

The student should know the purposes and practices of Committee of the Whole, standing committees and special committees in the House of Commons.

The student should know what a caucus is, the duties of a party Whip, and the meaning and use of closure.

The student should know that a division in the House of Commons is a formal vote in which each member's name is called and his vote recorded.

The student should know that every government department must estimate its financial needs for each forthcoming year, and that these estimates are reviewed and revised by Treasury Board and the Cabinet, and then submitted to Parliament for its approval.

The student should understand the principle on which graduated tax is founded, and be able to cite examples of "progressive" (graduated) and "regressive" (ungraduated) taxation.

The student should be aware that quasi-government institutions such as the National Energy Board, the CBC and CRTC, Air Canada and Canadian National are active on the national scene.

The student should be aware that non-governmental bodies (special interest groups) such as the Canadian Manufacturer's Association, the Canadian Labor Congress, the National Indian Brotherhood, Status of Women, the Consumer's Association of Canada, and various political parties and business corporations, while lacking authority over any but their voluntary members, can yet have an important influence on national affairs.

The student should know the name of the Speaker in the House of Commons.

The student should know the name of the Chief Justice of the Supreme Court.

The student should understand that if he values freedom, a responsible use of freedom necessarily implies that he ought to undertake actions which will tend to preserve and enhance his freedom, and avoid those actions which would tend to diminish or destroy it.

The student should have begun to understand that a democracy encourages individuals to seek their own good; that individuals often combine with others of like-mind to increase their influence; that influence in a social system based on competition is more often achieved by an exercise of social power than by an earnest expression of intelligence, common sense or good will; and that social power resides in such things as economic strength, access to media, lobby, boycott, denial of services and other forms of organized mass action.

The student should have begun to understand that his true self-interest can never be served if he acts without respect for the fundamental rights of man, which are his own rights, or without due consideration for the well being of the physical and social environments in which he must secure his livelihood, health and happiness.

The student should demonstrate that he recognizes and accepts his responsibility for the well being of his community by joining with other members of his class to establish a club to help foster in the community an appreciation of local heritage.

The student should be able to participate effectively in club activities by speaking his mind after thoughtful consideration and by voting objectively on issues that arise.

LESSON ONE

TOPICAL QUESTION

Is Canada a sovereign state?

OBJECTIVE

The student should know that a sovereign state is one which enjoys complete autonomy in handling affairs within its borders; which is independent of the control of other governments. He should know that Canada is a sovereign state.

SUGGESTED APPROACH

Briefly review the landmarks of Canada's political development from colony to nation to sovereign state. Focus on the relevant portions of the Statute of Westminster, 1931 (see Encyclopedia Canadiana under Westminster, Statute of). Contrast Canada's political status today with that of the Transkei in South Africa, or other dependent states. Take note of "national" movements seeking sovereignty (e.g. the Basques in Spain, or the Parti Quebecois in Quebec). Finally, discuss the position of a sovereign state in international affairs (the exchange of diplomats, the making of treaties, membership in international organizations, and so on).

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What historical developments induced the British to pass the Statute of Westminster?
2. To what extent does the acquisition and maintenance of sovereignty depend upon the possession of military, economic or other power? (The Ukraine, or the former Baltic States might serve as examples).
3. In what way(s) is a sovereign state bound by international law? (e.g. aviation regulations). To what extent, if any, does this diminish sovereignty? Do you know of examples where sovereign states have disregarded international law when it suited their purposes to do so? Explain.
4. What means have been generated for the enforcement of international law? Are these means adequate? Why or why not?

5. Bakunin saw sovereign statehood as the ultimate evil in the world in that each state promotes the interests of its own citizens often to the detriment of all other people in the world; in other words, he saw state sovereignty as an obstacle to the brotherhood of man. Whay is your opinion concerning this?

LESSON TWO

TOPICAL QUESTION

Is the Government of Canada both "representative" and "responsible"?

OBJECTIVE

The student should know that representative government is a style of government in which the people choose representatives who govern in their name, and that government is said to be responsible when it is ultimately answerable to the people whom it governs. He should know that the Government of Canada is both "representative" and "responsible".

SUGGESTED APPROACH

Both representative and responsible government have been considered in earlier grades. This is intended largely as a lesson of review to fix these concepts in the minds of the students.

With respect to representative government discussion should focus on the conflicting **delegate** (a member is elected to serve as a mouth piece for his constituency, to register the voters' will) and **representative** (a member is chosen to represent the nation as well as the local area, and he is expected to make his decisions largely by the exercise of his own personal judgment) theories of representation. A scenario, dealing with both alternatives, might be scripted and role-played in order to stimulate discussion.

With respect to responsible government discussion should focus on these two points (1) the parliamentary tradition of resignation where a government no longer enjoys the support of a majority of elected representatives, and (2) the Constitutional demand for periodic elections through which contending parties are forced to seek a mandate from the people.

Use the material on pp. 1-9 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Is the make-up of Canada according to age, sex, income, occupation, etc., faithfully reflected in the make-up of the House of Commons? What accounts for discrepancies? Does the skewing in favor of certain categories indicate some defect in our system of representation? Explain.
2. Are the principles of democracy eroded in any way by the above consideration? Explain.
3. Does each member in the House of Commons represent the same number of voters? If not, why not? Should (can) anything be done to alter this situation?
4. Is it possible for a government to be representative but not responsible, or vice versa? Explain.
5. Does every sovereign state have responsible government? Explain.

LESSON THREE

TOPICAL QUESTION

Is government in Canada patterned on a federal system?

OBJECTIVE

The student should know that a federal system is one in which power is constitutionally distributed between provincial (state) governments and a central (federal) government. He should know that government in Canada is patterned on a federal system.

SUGGESTED APPROACH

Discuss the concept of federalism especially as it develops in areas where there are pre-existing colonies (peoples, nations, states) which decide to affiliate politically with one another in order to secure a mutual advantage.

Students must be helped to understand that under a federal system provinces, often with distinctive identities, have rights of their own which they derive **not** from the federal government, but from the constitution. Consider the implications this fact has for "national unity".

During the discussion reference might be made both to the Iroquois Confederacy, and to the U.S.A. where, having federated voluntarily, certain states found thereafter that they were not at liberty to secede.

Use material on pp 12-13 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What advantages does a federal system have over a unitary system (the United Kingdom) in a pluralistic society?
2. What problems are likely to recur in a federal system? Why?
3. Is there a danger that citizens will feel "over-governed" in a federal system? Explain.
4. What legal right has Quebec to secede from Canada if a majority of its citizens should choose to do so? What moral right?
5. Can you detect any difference with respect to a feeling for national identity between people in those provinces which predated Confederation, and people in those provinces which in a sense are "children" of the federal government? Explain.

LESSON FOUR

TOPICAL QUESTION

What is the British North America Act, and what significance does it have for Canada?

OBJECTIVE

The student should know that the British North America (B.N.A.) Act, passed by the British Parliament in 1867 (and amended since), established Canada as a nation; that it outlines the essential structure of the federal and provincial governments in Canada, and defines the relationship that should exist between them; and that it is the principal written part of Canada's constitution.

SUGGESTED APPROACH

Begin the lesson by reviewing the concept of a constitution, its nature and purpose.

Distinguish between a "written" and an "unwritten" constitution. Discuss the importance of the latter in any system which follows the British pattern wherein the influence of customary practise is so powerful. (For example, nowhere is it written that Canada's Prime Minister should be the person whose party wins the greatest number of seats in the House of Commons, yet that is the practice followed).

Identify the B.N.A. Act as the principal written part of Canada's constitution, and note the historical facts connected with its passage.

Discuss the particular importance of a constitution in a federal system where powers are shared.

Use the material on pp 13-17 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What were the original colonies which federated in 1867, and when did the other provinces follow suit?
2. What political developments prompted the colonies to wish to federate, and what induced Britain to grant their request?
3. What are the advantages of having a constitution based partly on customary practice as opposed to a rigidly written constitution such as that of the United States? The disadvantages?
4. Should Canada take steps immediately to patriate the constitution? Why or why not? What problems stand in the way?
5. Should the federal and provincial governments agree on the areas in the B.N.A. Act that require amendment prior to patriation, or afterwards? Explain.
6. Should Canada sever the British link and write a totally new constitution? Why or why not?

LESSON FIVE

TOPICAL QUESTION

What are some of the major powers which have been granted to the Federal Government of Canada under the B.N.A. Act?

OBJECTIVE

The student should know that under section 91 of the B.N.A. Act the Federal Government of Canada has been granted the general power to make laws for the "peace, order and good government of Canada", and more specifically, to make laws concerning such important matters as trade and commerce, banking, currency and coinage, native peoples, defence, and crime and punishment for criminal offences. He should also know that any matters not specifically allocated to provincial legislatures generally fall under the jurisdiction of the Federal Government, and that this is called "residual power".

SUGGESTED APPROACH

Study the material on pp 17-20 of **Canadians and Their Government**. Discuss the reasons why particular matters were assigned to the Federal Government.

By taking note of the residual power, the federal power of disallowance, and so on (a more complete version of the B.N.A. Act can be found in "Members' Manual" in the Civics Kit), consider whether the Fathers of Confederation intended a strong central government or

180

stronger provincial governments, whether their intentions have been fulfilled, and whether, in fact, they ought to be, in view of subsequent historical developments in Canada.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Can you identify certain powers allocated to the provinces which you feel should have been assigned to the Federal Government, or vice versa? Explain.
2. By what process do you think the Canadian constitutional division of powers was arrived at? Do you think it is possible (desirable) that this division might some day be re-negotiated? Explain.
3. What are some jurisdictions (radio and television, air transport, etc.) which are not specified in the B.N.A. Act because they were non-existent at the time, and why have they become jurisdictions of the Federal Government?
4. Criminal law in the United States is largely a state rather than a federal jurisdiction. What are they advantages of this? The disadvantages?
5. The residual power was granted to the state governments in the United States of America. Should this have been done in Canada? Why or why note?

LESSON SIX

TOPICAL QUESTION

What constitutes Parliament in Canada, and what is Parliament's most important function?

OBJECTIVE

The student should know that Parliament includes the reigning monarch (in practice, his/her representative in Canada the Governor-General), the Senate and the House of Commons. He should know that the Governor-General is appointed by the monarch on the advice of the Prime Minister, that members of the Senate are appointed by the Prime Minister, and that members of the House of Commons are elected by the people. He should also know that Parliament holds the legislative power, the sole right to pass laws which will affect all Canadians. He should also know the names of the reigning monarch, and the Governor-General.

SUGGESTED APPROACH

Begin the lesson by reviewing the three kinds of government power: legislative, executive and judicial. Identify Parliament as holding the legislative power in Canada.

Discuss the composition of Parliament, and, briefly, the role of each agency in passing federal legislation (detailed study of the passage of legislation will be undertaken later).

Use the material on pp 25-29 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What is the difference between "head of state" and "head of government"? Does every country require a head of state? Why or why not? Would Canada require a President as well as a Prime Minister (like Italy, France or the Soviet Union) if we did not have the Governor-General? Explain.
2. Do you think Canada should drop its monarchical link with Britain? Explain.

3. In some countries the head of state is apolitical and has the special duty of defending the constitution. Does this description apply to the Governor-General's role in Canada? Explain.
4. What purpose did the Fathers of Confederation seem to have in mind when they decided that members of the "upper" house should satisfy a property requirement and be appointed rather than elected? Is this purpose acceptable in a democracy?
5. Is the Senate serving an important purpose today? If so, what is it? If not, what ought to be done?
6. Might there be some advantage to making membership in the Senate elective, and letting it provide representation to the provinces (e.g. the U.S.A), or representation to different nationalities (e.g. the Soviet Union)? Explain.
7. What advantages does a bi-cameral legislature have when compared to a uni-cameral legislature? What disadvantages? (Sweden recently changed from bi to uni).

LESSON SEVEN

TOPICAL QUESTION

What are the most important regulations which govern elections to the House of Commons?

OBJECTIVE

The student should know that elections for the House of Commons must take place at least once in every five years; that an elector must (1) have attained the age of eighteen years by polling day, (2) have been resident in Canada for twelve months immediately preceding polling day, (3) have been resident in the electoral district in which he intends to vote at the date when the writs of election were issued, and (4) be a Canadian citizen; and that an elector votes by placing an X on the ballot opposite the name of the candidate for whom he wishes to vote. He should also know that anyone qualified to vote is also qualified to present himself as a candidate for election in any electoral district.

SUGGESTED APPROACH

Drawing on information in pp 29-32 of **Canadians and Their Government**, discuss the qualifications for electors and candidates in Canadian federal elections, and compare them to qualifications for territorial and municipal elections. (The entitlement of British subjects was dropped in 1975). Note particularly those things that will help to ensure that students will be able to exercise the franchise effectively when they have the opportunity to do so.

Have students create cartoon posters which inform viewers of the various qualifications for electors and candidates in federal elections. (For example: "Count Dracula just arrived from Romania. He won't be able to vote this year.")

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What are the duties of the Chief Electoral Officer? a returning officer? a deputy returning officer? a poll clerk? an enumerator?
2. Is eighteen a suitable age for enfranchisement? Why or why not? Why is it a different age from the requirement in territorial and municipal elections? Which of the two (or a third alternative) is the most suitable age for enfranchisement? Why?

3. How much influence do you feel a citizen exercises by voting? If you believe the influence is slight, do you think that citizens should vote nevertheless? Why or why not? Does a citizen fulfill his duties of citizenship simply by voting in each election? Explain.
4. Are you satisfied that Canadian electors do not have a direct voice in the selection of the Prime Minister? Explain.

LESSON EIGHT

TOPICAL QUESTION

What role do political parties play in Canadian federal politics?

OBJECTIVE

The student should know that political parties arouse public interest in political issues, and present arguments for and against specific policies and proposals; and that governments are formed on the basis of party affiliation. He should know the names of the nationally recognized parties in Canada, the names of their leaders and the essential orientation of each party's philosophy. He should also know the name and party affiliation of the Member of Parliament representing his constituency.

SUGGESTED APPROACH

Make use of newspapers, magazines, and party literature to create a combination collage-frieze that illustrates information on Canada's national political parties. Parties of the left, centre and right can be distributed appropriately along the frieze.

Use the informaion on pp. 32-37 of **Canadians and Their Government** for support. Teachers will find much useful information in **Party Politics in Canada**, though it nowhere mention's the Communist Party.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. How are parties financed in Canada? Do you think that those who finance a party thereafter have expectations concerning its policies? Are parties obligated to fulfill these expectations?
2. What do you think of the idea that all candidates for election should be financed from a limited fund provided by the State, and not by private contributions? Explain.
3. Why is it difficult for "independent" candidates to be elected to the House of Commons? Is this a desirable state of affairs? Explain.
4. Is there a danger that loyalty to a political party might supersede loyalty to moral principles, or loyalty to society as a whole? Explain.
5. What other dangers can you see in a "party system"? (every problem becoming a "political" issue; parties vying for popularity at the expense of principle, and so on).
6. What are the advantages and disadvantages of a one-party system? (e.g. the Soviet Union) of a two-party system (e.g. de facto in the U.S.A.) of a multi-party system (e.g. Canada)?
7. What are the advantages and disadvantages of a no-party system such as the system in the Northwest Territories? Could this possibly work at the federal government level? Why or why not?

8. Nietzsche stated that a thinking man could never find a permanent home in a political party because he would soon think himself right through the party. What did he mean? Do you agree with him or not? Explain.

To acquire information on Canada's major national political parties teachers might write to the following addresses:

Communist Party of Canada
24 Cecil Street,
Toronto, Ontario

Liberal Party of Canada
102 Banks Street,
Ottawa, Ontario K1P 5N4

New Democratic Party
301 Metcalfe Street
Ottawa, Ontario K2P 1R9

Progressive Conservative Party of Canada
178 Queen Street
Ottawa, Ontario K1P 9Z9

Social Credit Party
Alberta Branch
10969 - 98 Street,
Edmonton, Alberta
T5H 2P7

In addition to these fairly well established parties there are a number of smaller parties, both of the left and the right, more or less active on the national scene. Where information is available, teachers should not ignore their programs or activities.

LESSON NINE

TOPICAL QUESTION

How is a federal government formed in Canada?

OBJECTIVE

The student should know that the leader of the political party which wins the most seats in the House of Commons in a general election is asked by the Governor-General to become the Prime Minister, and to form a government; and that the Prime Minister will ordinarily choose a cabinet from among members of his own party who have been elected. He should also know that if the winning party has more seats than all other parties combined, it will form a majority government, but that if it only wins a plurality of seats (more seats than any other party, but not more than all others combined) it will form a minority government, or combine with one or more other parties to form a coalition government.

SUGGESTED APPROACH

Diagram various situations which might arise after elections to a hypothetical House which has twenty-five seats. Identify parties by color, and leaders by letters of the alphabet. Imagine that the cabinet is comprised of four persons in addition to the Prime Minister.

During this exposition be sure to explain the concepts of majority, minority and coalition government, the concept of "the government" in its narrower sense and the concept of "the opposition". Point out that it becomes the duty of "the government" to create policies and implement programs for which it will thereafter be answerable to Parliament, and ultimately to the people of Canada.

Close by extending what has been learned to the present situation in Canada, using actual numbers and (some) names for illustration.

Use information on pp. 37-43 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Some people believe that a minority government is more "democratic" in its approach than a majority government. Why do you think they believe this? Do you agree?
2. Why do you think coalition governments are seldom formed in Canada?
3. Why are backbenchers belonging to the Government party sometimes called "yes men"? What leverage does the government whip have to keep party members supporting cabinet proposals? Do you approve of this system? Explain.
4. Do you approve of the principle of cabinet solidarity? Why does it seem to be necessary? What alternatives can you suggest?

During an English class compose a class letter advising a cabinet minister with respect to some federal government proposal, or complaining about some present policy (e.g. capital punishment). Send the letter away at the soonest possible date since the reply will be used in a later lesson.

LESSON TEN

TOPICAL QUESTION

How can our class assist in fostering an appreciation of local heritage?

OBJECTIVE

The student should demonstrate that he recognizes and accepts his responsibility for the well being of his community by joining with other members of his class to establish a club to help foster in the community an appreciation of local heritage.

SUGGESTED APPROACH

A discussion should be held in class to consider ways in which class members might help to foster an appreciation of local heritage.

Among the activities which might be considered are these: the establishment of a simple museum, or support of one already existing; the charting of local genealogies; the recording on tape, or in writing, of local history, either chronologically, or according to themes (or both); the collection and display of photographs; the collection and display of artifacts. In addition, the club members might begin a detailed recording of present history (history in the making) that would undoubtedly be of value in future years: charting family groups, offspring, etc.; taking photographs; recording voices, with messages for future generations; taking note of officials of various community organizations; and preparing a time capsule.

The club should be formally established in accordance with the procedure outlined on pp. 114-121 of **Parliamentary Procedure** (Civics Kit). The constitution should be brief and simple. Teachers should refer to the sample constitution included in "Societies Ordinance" (also in the Civics Kit), in order to be familiar with the kind of constitution demanded by the

Government of the Northwest Territories from societies seeking incorporation. But the class club's constitution should not even try to approximate this in formality or detail. The simpler, the better. (A sample classroom constitution may be found on p. 127 of **Parliamentary Procedure**).

Arrange for the election of the club's permanent officers. Take advantage of the electoral process to review, by way of practice, a knowledge of enumeration, voter's list, returning officers, casting ballots, and so on. Also use this opportunity to improve writing and speaking skills.

LESSON ELEVEN

TOPICAL QUESTION

How can class club meetings be carried out effectively?

OBJECTIVE

The student should know the order of precedence, and the use of privileged motions concerning fixing a time for adjournment, adjournment, recess and questions of privilege.

SUGGESTED APPROACH

In preparation for the class club's first meeting, the teacher should briefly review with the class those concepts learned in earlier grades including the duties of a chairman and a secretary, the purpose, nature and disposition of minutes, the procedures for moving, seconding and amending motions, the nature and purpose of an agenda, and the elements of an acceptable order of business. This would possibly be accomplished most effectively by providing students with a review sheet containing this information, allowing time for study, testing and then discussing the results.

Once the review is completed, the teacher, drawing on information in pp. 35-49 of **Parliamentary Procedure,** should introduce the concept of privileged motions, their use, and order of precedence, and the motion of being "in order" or "out of order".

Excessive attention to procedure should not be allowed to dampen the class' enthusiasm to get on with the business of the club. In this connection, the teacher is strongly advised to read the introductory material, and pp. 1-5 of **Parliamentary Procedure.**

Club meetings should thereafter be conducted from time to time as the need arises. Its activities should be ongoing.

Once your club becomes active you might be able to get some information or advice from:

Museum Assistance Programs,
National Museums of Canada,
300 Laurier Avenue West,
OTTAWA, Ontario.

LESSON TWELVE

TOPICAL QUESTION

What are the main traditions observed and procedures followed when Parliament meets?

OBJECTIVE

The student should be aware of the main traditions that are observed, and know the most important procedures that are followed when Parliament meets in session.

SUGGESTED APPROACH

Using appropriate movies, and other visual aids, acquaint students with the ceremonies and traditional practices of Parliament. These might include the ceremony of the Black Rod, the Speech from the Throne to a joint session, and the traditional seating in the House.

Discussion should then focus on those procedures which have practical importance: the election of a Speaker, the substance of the Speech from the Throne and the right of the Opposition to reply, the official recording of debates (Hansard) and the factors governing the frequency of sessions, and the important ideas behind "prorogation" and "dissolution". Use the material on pp. 44-48 of **Canadians and Their Government** for support.

Do not deal with those procedures involved in the passage of legislation. This subject will be covered in the following lesson.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What would be the advantages of electing a permanent Speaker for the House of Commons? What difficulties stand in the way?
2. Why do you suppose the Black Rod Ceremony continues to be followed? Is there value in following tradition even if no immediate and practical benefit results? Explain.
3. What is the purpose of Parliamentary decorum? Do you agree that members should observe it? Why?
4. Leader of the Opposition is a position officially recognized in Parliament, and Her Majesty's Loyal Opposition is considered to be essential in the effective operation of a parliamentary democracy. Can you explain why?

LESSON THIRTEEN

TOPICAL QUESTION

What procedure is followed in passing legislation through Parliament?

OBJECTIVE

The student should know the procedure which is followed, and the reason for its adoption, from the time a bill is introduced into Parliament, until it is signed by the Governor-General and becomes law.

SUGGESTED APPROACH

Consider, by pointing to specific examples, the universally binding nature of federal legislation, and the effects which it has on the lives of Canadians. In light of this, consider further the importance of analysis, deliberation, debate, appraisal and re-appraisal, with respect to proposed legislation. Then detail the procedure used in Parliament to make federal law. Discuss particularly **why** each step is followed. Finally, note the signing of a bill by the Governor-General — an apolitical figure who represents the state as a whole, and not any faction — as a symbolic measure intended to elevate the law above political consideration.

Use the material on pp. 48-53 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE CONSIDERED

1. Why is greater freedom given to party members to speak their minds in caucus than in the House? Do you agree with the idea of party discipline in House debates? Why does it seem to be necessary? What improvements can you suggest?
2. What powers does a party Whip have which enable him to maintain party discipline?
3. Should closure be used more or less frequently in House debates? Why?
4. What connotations are associated with the term Royal Assent? Do you approve of its continued use? Why or why not?
5. Why do you think the term Act is used to describe federal law rather than Ordinance or by-law?
6. How can citizens keep up to date with the laws that have been passed by Parliament?

LESSON FOURTEEN

TOPICAL QUESTION

How does a cabinet function as the executive branch of government?

OBJECTIVE

The student should know that members of the cabinet together are responsible for executing the will of Parliament as expressed through its legislation; that most cabinet ministers are assigned departments to administer; and that they are led in these duties by the Prime Minister, who is the chief executive officer. He should know the names of the Prime Minister, and the Minsters of Energy, Mines and Resources, External Affairs, Finance, Indian and Northern Affairs, Industry, Trade and Commerce, Health and Welfare and Transport.

SUGGESTED APPROACH

Review the concept of "executive function". Discuss the cabinet's executive role, and note especially the intermingling of its legislative and executive functions.

Use the material on pp. 56-61 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What are the advantages of the Canadian system wherein the chief executive officer is not elected by the population as a whole, nor is he divorced from the legislature? the disadvantages?
2. What are the advantages of the American system wherein the chief executive officer (the president) is elected by the people as a whole, and is not a member of the legislature (congress)? and the disadvantages?
3. What are the advantages of the Canadian cabinet system wherein ministers, by tradition, must be members of Parliament? the disadvantages?

4. What are the advantages of the American cabinet system wherein the secretaries (ministers) may be selected from anywhere in the country, and do not sit in Congress? the disadvantages?
5. To what extent does a Prime Minister try to see that regions, religions, ethnic groups, sexes, etc., are represented in cabinet? What is gained by this practice? What is lost?
6. What is the purpose of naming a Minister without Portfolio?
7. What are Orders in Council? How is it possible that use of such Orders might undermine democracy?

LESSON FIFTEEN

TOPICAL QUESTION

How is the civil (public) service in Canada organized to carry out the will of Parliament?

OBJECTIVE

The student should know that the civil service is organized into departments to carry on the day to day work of government; and that each department is under the direction of an elected officer, a minister, who is assisted by an appointed "permanent" officer, a deputy-minister. He should know the names, and the most important undertakings of the major program departments of the federal government.

SUGGESTED APPROACH

List the major departments of the federal government, including particularly Energy, Mines and Resources, External Affairs, Finance, Indian and Northern Affairs, Industry, Trade and Commerce, Health and Welfare and Transport. Briefly note the kinds of activities which these departments engage in.

Turn then to an examination of the structure of one department. While considering this, discuss the nature and purpose of the civil service: its taking direction from elected representatives who are answerable to the people; its apolitical character and the obligation of its members to carry out the terms of legislation regardless of their personal thoughts; its stabilizing influence through changing governments.

Use the material on pp. 61-66 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Why is it right in a democracy that the civil service should not set policy but rather implement those policies set by Parliament?
2. Do you think that senior civil servants might have some important influence in shaping government policies? Explain.
3. What recourse does a civil servant have who does not agree with the policies which he is expected to implement?
4. Is there any good reason why civil servants in positions lower than managerial positions (e.g. an M.O.T. meteorologist) should be forbidden to take an active part in party politics? Explain.
5. What federal departments other than those noted in the lesson have a high profile in the Northwest Territories?

6. At one time all civil servants were prohibited from striking. Today, some members do have the right to strike (e.g. postal employees). Do you agree with the present policy? Why or why not?
7. The civil service is sometimes collectively called a "bureaucracy". What does bureaucracy mean in the positive sense? What is often implied when this term is used? Do you feel these implications are just? Why or why not?

LESSON SIXTEEN

TOPICAL QUESTION

What is the purpose of taxation, and what are the main kinds of taxes levied by the Federal Government?

OBJECTIVE

The student should know that a government proposes the levying of taxes to finance those programs it feels will serve the needs of the people; that the Federal Government of Canada has the power to raise money "by any mode or system of taxation"; and that the most common taxes levied by the Federal Government are personal and corporate income tax, capital gains tax, excise tax, and an import tax or tariff.

SUGGESTED APPROACH

Open with a discussion of the services Canadians enjoy — particularly as compared to certain third world countries — and the need to pay for them.

Discuss the public levy or tax as a historically accepted means of raising revenue for public works (as distinct from imposed levies to maintain an "establishment").

Finally, explain the meanings of personal and corporate income tax, excise tax, capital gains tax, and tariff, noting that these are the commonest taxes levied by the Federal Government.

Use the information on pp. 88-96 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What should be the attitude of the good citizen towards the fundamental idea of government taxation to support programs which satisfy common needs? His attitude towards a particular government's specific taxation policies?
2. What is meant by a graduated (progressive) taxation policy? By an ungraduated taxation policy? Which type is hardest on those who have least? Why?
3. What mode of taxation is most commonly left to municipalities? Why? Is the continuance of this practice acceptable? Why or why not?
4. What modes of taxation are most commonly used by provincial governments? Why?

LESSON SEVENTEEN

TOPICAL QUESTION

What is the role of Parliament with respect to the raising of revenues and the spending of public funds?

OBJECTIVE

The student should know that every government department must estimate its financial needs for each forthcoming year; that these estimates are reviewed and revised by Treasury Board and the Cabinet, and that they are then submitted to Parliament for its approval. He should know that it is the duty of the Minister of Finance to determine how the necessary revenue to cover government expenditures will be raised; and that neither the Minister alone, nor the government can raise or spend public funds without the expressed approval of Parliament.

SUGGESTED APPROACH

Discuss the need for planning with respect to government revenues and expenditures. Focus on the idea that under responsible government, and in accordance with British tradition, it must be the people's representatives collectively who make the ultimate decisions with respect to revenues and expenditures (power of the purse).

Finally, note Canadian government procedures with respect to main (and supplementary) estimates, and the budget.

Use the information on pp. 96-98 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What are the reasons that governments often become involved in deficit financing? Do you approve of this practice? Why or why not?
2. What is the total of Canada's national debt? What percentage of each year's expenditures goes towards paying the interest on the national debt? Is that sum tolerable? Why or why not?
3. Trace the pattern of government spending over the past fifteen years. What factors account for dramatic increases? Can you identify any government spending which you believe is unnecessary? Explain.
4. Have we as Canadians developed a habit of living "beyond our means"? If so, what implications does this have for the future?

Note: The following information is extracted from a pamphlet distributed by the Federal Government in March, 1978. If you do not have access to recent information, these figures will help though they do not show the full picture. More complete information is required for a proper analysis.

Gross Federal Expenditure	$48,800,000,000
Including:	
Senior Citizens	$ 5,375,000,000
Defence	$ 4,128,000,000
The Unemployed	$ 1,761,000,000
Postal Services	$ 1,335,000,000
Subsidies	$ 1,269,000,000
Debt Charges	$ 6,500,000,000

Compare these figures with the following, taken from the 1970-71 and 1976-77 Canada Yearbooks.

YEAR	GROSS EXPENDITURES FEDERAL GOVERNMENT	DEBT CHARGES
1966	$ 9,169,440,000	$ 902,618,000
1967	$10,281,011,000	$ 939,695,000
1973	$20,912,000,000	$1,502,000,000
1974	$24,277,000,000	$1,735,000,000
1975	$30,891,000,000	$2,271,000,000

(Note: The 1966 and 1967 figures do not include payments to other governments — i.e. provincial, territorial, and municipal. To give you some idea of what this sum might have been, it totalled $2,421,805,000 in the fiscal year ending March 31, 1969).

LESSON EIGHTEEN

TOPICAL QUESTION

What is the composition and purpose of the Supreme Court of Canada?

OBJECTIVE

The student should know that the Supreme Court exercises the supreme judicial function in Canada: that it is the final court of appeal in all cases, most especially those requiring interpretation of the Constitution. He should also know that the Supreme Court is composed of nine judges, and know the name of the Chief Justice (presently Bora Laskin).

SUGGESTED APPROACH

Discuss the function of the courts generally to decide upon guilt or innocence, to make judgments between contending parties, and to interpret the law.

Identify the Supreme Court as the court which exercises the supreme judicial function in Canada. Note its structure, its largely apolitical character (which is not to suggest that it always avoids acting politically), the manner and terms of appointment of its members, and so on. Note as well that it need not hear every case which is appealed to it, in which event the lower court decision stands.

Use the information on pp. 21-24 and 74-79 of **Canadians and Their Government** and the **Canada Year Book** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What recourse does Parliament have if it is dissatisfied with the way the Supreme Court has interpreted a particular law?
2. What steps are taken to ensure that the Supreme Court is able to maintain a position independent from the legislative and executive branches of government?
3. Should provincial governments have something to say about the appointment of Supreme Court judges? Why or why not?

LESSON NINETEEN

TOPICAL QUESTION

What are some of the more important civil rights enjoyed by Canadians, and what laws uphold them?

OBJECTIVES

The student should know that the common law (based on British tradition), and the Canadian Bill of Rights, work together to assure Canadians of certain civil liberties, and that among these are freedom of speech and freedom of the press, freedom from discrimination, the right of assembly, the right of petition, the right of free association and the right to vote.

SUGGESTED APPROACH

Distribute a list of the following questions, allow each student time to reflect on them, and then initiate a class discussion.

1. What civil rights do Canadians enjoy with respect to alleged violations of law? (habeas to sufficient of the world's resources to maintain these adequately?) Why are they "rights"? Who, if anyone, confers these rights on man?
2. What are "civil rights"? Why are they "rights"? In what ways do they derive from natural rights? Who, if anyone, confers these rights on man?
3. Why is it desirable (necessary) to safeguard civil rights in law?
4. What civil rights are enjoyed in Canada? Which laws safeguard these rights?

During the discussion the teacher may, if necessary, list the major civil rights enjoyed in Canada, and identify (British) common law and the Canadian Bill of Rights as legislation which attempts to safeguard our civil rights.

Use information on pp. 78-87 of **Canadians and Their Government** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. What civil rights do Canadians enjoy with respect to alleged violations of law? (habeas corpus, presumption of innocence, judgment by peers, etc.). Why is each of these important? In what ways might each of these be violated? abused?
2. Do you know of instances where the civil rights of Canadians have been suspended? What reasons were advanced to support the suspension? Were these reasons adequate?
3. What is the "riot act"? (check with your local R.C.M.P. officer). How might it be abused?
4. What important distinction must be made between dissent and subversion? Have Canadian governments (or agents acting on their behalf) always made this distinction? Explain.
5. How strong a safeguard is the Bill of Rights in Canada? (The Supreme Court has ruled, in accord with the terms of the Indian Act, that Indian women must lose their official status as Indians upon marriage to non-Indians, while Indian men retain theirs; this, despite the fact that the Bill of Rights prohibits discrimination on the basis of sex. In fact, at the present time, the Bill of Rights is simply another statute on Canada's law books, not superior to other legislation). Is this an acceptable state of affairs? If not, what might be done about it?

LESSON TWENTY

TOPICAL QUESTION

What constitutes a responsible use of freedom?

OBJECTIVE

The student should understand that if he values freedom, a responsible use of freedom necessarily implies that he ought to undertake actions which will tend to preserve and enhance his freedom, and avoid those actions which would tend to diminish or destroy it.

SUGGESTED APPROACH

Divide the class into small groups, each group to consider one or more of the following:

Is it a responsible use of freedom:

1. to smoke?
2. to use drugs?
3. to challenge authority where you think it has exceeded its limits?
4. to leave social decisions to others?
5. to spend your days idling?
6. to call attention publicly to the wrong actions of a public official?
7. to damage or destroy public property?
8. to gratify every one of your desires?
9. to read books whose contents are considered "heretical" in your own social system? (i.e. capitalist books in a communist system, etc.).
10. to guide your life by the findings of astrology?
11. to form a group to try to influence others to "your way" of thinking?
12. to associate regularly with known criminals?
13. to say nothing when you are given more change than you deserve following a purchase?
14. to fail to report certain income at tax time?
15. to drive your car when you know its brakes are faulty?

The teacher will undoubtedly think of other questions particularly appropriate to the local situation.

Discussion might be guided by the following considerations (which themselves could form the subject of a preliminary debate):

Freedom is diminished or destroyed where an action

- — results in compulsive behaviour
- — weakens health or shortens life
- — tends to elicit retaliatory action
- — tends to contribute to a social environment which is not conducive to freedom.

Freedom is enhanced where an action

- — tends to contribute to an open and trusting social environment
- — helps one to grow in personal power (physically, emotionally, intellectually) so that one is in greater control of one's own life.

Once the small group discussions are completed, a spokesman for each group should report the group's findings to the class, substantiating its arguments. Members of other groups should be encouraged to challenge.

Afterwards, a combined attempt ought to be made to define a responsible use of freedom.

LESSON TWENTY-ONE

TOPICAL QUESTION

What quasi-government institutions may be found operating in Canada?

OBJECTIVE

The student should be aware that quasi-government institutions such as the National Energy Board, the CBC and CRTC, Air Canada and Canadian National are active on the national scene.

SUGGESTED APPROACH

Choose one of Canada's national boards, councils, commissions or Crown corporations for study. Discuss its work, its relationship to the Federal Government, and note the reasons it has been given a quasi-independent status. Be sure to call attention to the fact that it, along with similar institutions, is ultimately responsible to Parliament through a cabinet minister. Use information on p. 62 of **Canadians and Their Government** and the **Canadian Yearbook** for support.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. Why might the government be reluctant to "interfere" in the operations of one or other of these institutions?
2. In view of number one above, is it possible that these non-elective institutions might acquire more power than is acceptable in a democracy? Explain.
3. Is it desirable for Crown corporations to compete against private corporations in various fields: (e.g. CBC, Air Canada, CNT). Why are these bodies established when there are private concerns available to serve the public's needs? Do they provide some services which private concerns would not? Explain.
4. Should Crown corporations be turned over to private industry? Why or why not?

LESSON TWENTY-TWO

TOPICAL QUESTION

What non-governmental bodies have an influence on national affairs?

OBJECTIVE

The student should be aware that non-governmental bodies such as the Canadian Manufacturer's Association, the Canadian Labor Congress, the National Indian Brotherhood, Status of Women, the Consumer's Association of Canada, and various political parties and business corporations, while lacking authority over any but their voluntary members, can yet have an important influence on national affairs.

SUGGESTED APPROACH

Select one special-interest group that has national influence. Discuss its purposes, and the various means it has used (is using) to present its case to the Canadian public and the Government of Canada.

Take note, briefly, of other special-interest groups that have national influence.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. How are special-interest groups usually financed? Are there any exceptions to the general rule? If so, how are these exceptional cases financed, and what accounts for the differences?
2. Who may initiate the establishment of a special-interest group? Who may join and/or support one?
3. What is your opinion about freedom of activity for special-interest groups which advocate policies which are not in accord with the main stream of Canadian thinking? (e.g. neo-Nazism, Gay rights, etc.)

LESSON TWENTY-THREE

TOPICAL QUESTION

What social conditions in Canada contribute to the formation of special-interest groups, and quite often, to the adoption of confrontation as a means of effecting change?

OBJECTIVE

The student should have begun to understand that a democracy encourages individuals to seek their own good; that individuals often combine with others of like-mind to increase their influence; that influence in a social system based on competition is more often achieved by an exercise of social power than by an earnest expression of intelligence, common sense or good will; and that social power resides in such things as economic strength, access to media, lobby, boycott, denial of services, and other forms of organized mass action.

SUGGESTED APPROACH

Discuss the relative effectiveness of the letter which the class earlier sent to a cabinet minister — that is, to what extent did that letter influence government action? Perhaps discussion might center around the following questions:

Was the reply courteous? (If no reply has been received is that some indication of the extent of influence?)

Was the reply encouraging, beyond a mere expression of platitudes?

If so, is it because the class has exerted an influence, or because the government has already decided to move in that direction?

If not, what might make the sending of letters more influential? if many were sent? if many were sent by presidents of corporations, unions, and other special-interest groups?

What means other than the writing of letters, might be used to exert influence?

What are the elements of social power in a democracy?

Why are some elements more effective than others? Why is it sometimes (often?) necessary to use them?

Discussion might conclude with a consideration of the concept of social inertia: that events will move in a determined direction until their course is altered by the intervention of some significant force. Use current developments for illustration (1977-78 examples might include the Fort Resolution sawmill incident, or the language question in Quebec as it was played out in Fort Chimo).

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. To what extent must one's methods be influenced by the methods others choose to use?
2. What will likely be the results in a democracy if one chooses not to use "political" means to influence events?
3. What power, in a democratic system, might reside in the use of passive resistance as a political instrument? in a totalitarian system? What climate, then, is necessary for its effective employment?
4. Hitler condemned democracy as a system which dissipates a nation's energy in multiple, contradictory pursuits and petty divisiveness. What is your opinion about this?
5. Saul Alinsky stated (approvingly) that "a free and open society is an on-going conflict, interrupted periodically by compromises — which then become the start for the continuation of conflict, compromise, and on ad infinitum". What is your opinion concerning the truth of this statement? If you think it is true, is this situation desirable (tolerable)? If it is true, and you dislike the ramifications, what alternatives can you suggest?

LESSON TWENTY-FOUR

TOPICAL QUESTION

What relationship does the pursuit of self-interest have to the well being of society?

OBJECTIVE

The student should have begun to understand that his true self-interest can never be served if he acts without respect for the fundamental rights of man, which are his own rights, or without due consideration for the well being of the physical and social environments in which he must secure his livelihood, health and happiness.

SUGGESTED APPROACH

In group discussion, consider whether there is truth in the following statements, and if there is try to determined what influence these thoughts should have in shaping the actions of one who is pursuing his own self-interest.

a No individual has **fundamental** rights which do not at the same time belong to all others.

b An individual's wanton violation of the fundamental rights of any other person constitutes an insidious attack upon himself.

c Each individual must expect that other individuals will pursue their own respective self-interests.

d Physical and social environments have an important influence on individual human lives — can go a long way towards determining such things as safety, health, fulfillment and happiness, and even the fundamental question of life or death.

e Human action tends to elicit reaction from both the physical and social environments. Reaction from the physical environment lends itself fairly readily to analysis and prediction. Reaction from the social environment is immensely complex and less responsive to analysis and prediction; nevertheless, some fundamental action/response patterns are relatively predictable.

f By acting in any particular way one licenses others to do the same.

g Freedom consists not so much in having a variety of alternatives available as it does in having the power to choose the "right" alternative (the one that will enhance true self-interest) in a given situation.

h Cooperative action can yield greater returns than the sum total of individual efforts.

i If an individual should perhaps not need the good will of others to further his own self-interests, he certainly requires at least that they should not do him any harm.

Conclude the discussion by demonstrating the need for each individual to discover where his true self-interest lies, and how he might best realize that in view of the circumstances which surround his life.

SOME QUESTIONS IN ADDITION TO THE TOPICAL QUESTION WHICH MIGHT BE PURSUED

1. In the Bhagavad Gita it is said: "When a man sees that the God in himself is the same God in all that is, he hurts not himself by hurting others." What is meant by this passage? What application does it have to the pursuit of self-interest?
2. What habits, attitudes, etc., are conducive to the identification of true self-interest?
3. What implications does the substance of the above lesson have for the pursuits of special-interest groups within a nation? for the pursuits of nations on the international scene?
4. How might society benefit if the true self-interest of its many members are secured?

LESSON TWENTY-FIVE

CULMINATION

Using imaginative trappings and ceremonies, undertake the following simulation. (If it appears to be too difficult for your class, you might consider using a simpler simulation described on pp. 102-105 of **Exercising Power,** or perhaps **Caucus II,** available from Van Nostrand Reinhold Limited at $75.00 a kit, sufficient for a class of thirty-five. The latter gives students a feel for politics in action, and provides opportunity for a discussion on the morality of politics. **Caucus II,** unlike the original **Caucus,** has a set of proposals designed specifically for junior high school use.)

"FREE VOTE": ROLE-PLAYING PARLIAMENT IN ACTION

Lynn Meyers

Reprinted by permission from THE HISTORY AND SOCIAL SCIENCE TEACHER Vol. 12:3, Spring 1977, pp. 178-187.

Introduction:

The following Canadian political role-playing sequence was designed to allow the student of Canadian politics to better understand the working of Parliament. It most closely resembles a "mock parliament" dealing with a highly emotional issue. In this case, the issue revolves around the question of abolition or retention of capital punishment. Any contentious or controversial issue could be a substitute, given the necessary changes.

Although the game can be played with enjoyment by people of varying levels of maturity and knowledge, it is generally recommended for the senior levels in a secondary school. This role-playing sequence is an attempt to approximate the circumstances surrounding decision-making procedures. In this case, there is to be a "free vote" on capital punishment. Because of the nature of this issue, it has been designated one in which Members of Parliament are free to vote as they see fit regardless of party policy or platform. When M.P.'s are free to vote according to individual preference, as in this case, there is no question whatsoever of defeating the government. A "free vote" so designated becomes precisely what it indicates. For purposes of playing this game, it is helpful if the students are familiar with the procedures in Parliament. It is also helpful to have a broad background surrounding the question of capital punishment. These are not, however, prerequisites. Such knowledge would only serve to enhance the playing of this particular game.

Individual students will assume various roles. The choice of roles is left to the discretion of the teacher, although a chance "draw" of sorts is recommended. These roles by definition will be political (excluding the administrator). The party strength in this sequence closely resembles and reflects any session of the thirtieth Parliament in Canada.

When Parliament has been assembled, the task of the Member is to consider the question of capital punishment, and at the appropriate time vote on it. It is important that the individual Members ensure that argument and debate is effective. If individual debate and argument is effective enough, it may be sufficiently persuasive to change the votes of colleagues. If persuasion fails, Members may find themselves seeking other forms of subtle coercion.

Rationale:

This role-playing exercise is an attempt to recreate attitudes, problems and solutions which would confront a free vote in general and a debate in the House of Commons on capital punishment in particular. As a result, a balance of cognitive and affective learning activity should take place. It attempts to force the student of Canadian politics to realize the kinds of dilemmas which might confront an individual Member of Parliament. It also forces the student to come to grips with his or her position on the contentious capital punishment issue. In this respect, the student is led to an understanding of some of the forces and institutions to be found in contemporary Canadian life. It provides a framework for an assessment of the student's relationship to the society in which he lives.

The value questions raised in this exercise are of great educational importance. By actively confronting value issues of this nature, students will come to know the ideas and feelings of themselves, their peers, and the adult generation. They will be asked to deal not only with "what is", but also with "what ought to be". In this manner, the student will be better satisfied with the values he has chosen after being afforded an opportunity for free examination of the alternatives. This whole process of examining, comparing and appreciating differing values, brings about a basic respect for the points of view of others.

Setting:

It is important to create an atmosphere not dissimilar to that of the House of Commons. In so doing, it is imperative the Speaker take a prominent position. The Liberal Party members will take their places to the Speaker's right. The Conservative and N.D.P. and Socred Party members will sit facing the Liberals.

Number of Players:

This game is best played with approximately 24 class members. There should not be fewer than 20 students to assume the various roles. If there are more students, the teacher with the help of the administrator, can easily expand the existing personal files.

Briefing:

It is extremely important the students are thoroughly briefed by the teacher. The sequence for this is provided. If any student remains unclear or misunderstands any directive, the teacher should interrupt the exercise in order to correct the situation.

Sequence of Instructions for Briefing:

1. Outline the nature of a "free vote" in a Parliamentary system.
2. Ensure the students know the procedures of Parliamentary debate. Appendix C.
3. Outline the salient features surrounding the issue of capital punishment. In anticipation on the the role-playing exercise, students should be given one week to research and prepare their respective positions on capital punishment. This preparation time may also be spent aligning support in an informal manner.
4. Distribute the briefs on capital punishment. Appendix D.
5. Select the students for the various roles. Preferably this will be done via a "draw" procedure. For information on the personal files see Appendix B.
6. Have the Members make up their individual name tags indicating name and constituency. Appendix B.
7. Distribute a copy of "To Each Member of Parliament: A Brief Outline". Appendix F.
8. Instruct the Members to form into their respective Party caucuses before the formal debate begins. Non-party caucuses based on opposition to or promotion of the bill will be permissible after the initial party caucus.
9. Once debate begins, each M.P. must consider the importance and relevance of the arguments presented. Consensus and compromise are notions which must not be forgotten in this context. Amendments to motions will be accepted. All amendments must be given to the Speaker.
10. After careful consideration and reflection, a standing vote will be taken on the amendments and/or main resolution.

The Play:

1. See sequence of instructions for briefing.
2. The play begins with the M.P.'s sitting in their respective party caucuses discussing the issue. The poll "M.P.'s and the Death Penalty" (Appendix J) will be circulated.
3. The respective party caucuses will discuss the first Public Information Poll. Appendix G.
4. The Solicitor-General may wish to meet in an all-party caucus to garner support for his Bill H-100. Opponents of the bill may wish to do likewise.
5. The News Releases and Editorial are released for circulation. Appendix E.
6. The first Bill Passage (Forecast) Information is released. Appendix H.
7. Debate in the House of Commons begins. A formal setting is required.
8. The Solicitor-General formally introduces his Bill H-100. It is seconded by the Justice Critic for the P.C. Party. Appendix A.
9. The Solicitor-General argues his case.
10. Opposition critics will have a chance to reply if they so choose.
11. Amendments will be accepted.
12. The second Public Information Poll is released. Appendix G.
13. Debate continues (suggested 2-3 minute time limit for each speaker).
14. The second Bill Passage (Forecast) Information is released. Appendix H.

15. Debate continues.
16. A standing vote is taken and recorded on the amendments and/or the main resolution.

SPECIFIC ROLES

Solicitor-General

The Solicitor-General introduces the bill to abolish capital punishment. It is his responsibility to steer the bill through the House. He is committed to the passage of the bill.

Speaker

The role of the Speaker is to preside over the debates in the House of Commons. His responsibility is to adjudicate discussion in the House. He is to note length of speeches, recognize Members who wish to speak, and rule when Members are out of order.

Administrator

The administrator's initial function is to help the teacher in setting up the organization of the game. He will help individual Members to make name tags in order to afford identification. He will supply each Member with their personal file. He will distribute the Public Information Polls and the Bill Passage (Forecast) information. It is important these are distributed at the correct times.

Teacher

The teacher's role is to act as a stimulant to the players. During caucus or strategy meetings, the teacher may sit in on discussions to help in encouraging the M.P.'s involvement in the issue. The teacher will ensure all material is distributed. He must aid and oversee the Speaker and the Administrator. The teacher should view himself as a guide and prompter in the playing of the "Free Vote" role-playing sequence.

The Follow-Up:

1. Each participant (including Speaker and Administrator) will write a brief report outlining his or her position on capital punishment. Each must clearly state why this particular view is held and assess it in light of other arguments both pro and con.
2. A final period or two will be set aside to discuss the implications of what transpired during the course of the role-playing exercise. The following notions, concepts and realities might be raised:
   - political party positions and party lines
   - leadership
   - pressure politics
   - the relationship of a Member to his party
   - the relationship of a Member to his constituency
   - rules and procedures of Parliament
   - the implications of a "free vote" and crossing party lines
   - the moral dilemmas of such issues such as capital punishment
   - voting according to public opinion
   - voting according to conscience
   - susceptibility to anticipated vote outcome
   - the persuasive nature of the argument and debate
   - the Burkean notion of representation

APPENDIX A

Bill H-100

Introduced by the Honourable Gerald Mackenzie, Solicitor-General. Seconded by the Honourable Member for St. John's East, Victor Gray.

"An act to abolish the taking of life by the state, hereafter referred to as an act to abolish capital punishment."

This criminal code amendment totally abolishes capital punishment as a method of dealing with persons who have taken the lives of others. If passed, the law will no longer allow for the execution of murderers of police officers and prison guards. In order to compensate, the prison sentences given to all murderers will be increased and parole will be greatly tightened.

APPENDIX B

Members of Parliament: Personal Files

Speaker of the House
Jim Fraser
Married — 3 children
Age — 44
Anglican
Profession: Lawyer
Riding: Westminster, B.C.

Prime Minister (Liberal)
Jean-Jacques Lachance
Married — 2 children
Age — 55
Roman Catholic
Profession: Civil Servant - Communications
Riding: Ahuntsic, Quebec

Solicitor-General (Liberal)
Gerald MacKenzie
Married
Age — 43
Roman Catholic
Profession: Parole Officer
Riding: Maisonneuve, Quebec

Minister of Finance (Liberal)
Frank Hahn
Married — 3 children
Age — 49
Anglican
Profession: Banker
Riding: St. Pauls, Ontario

Minister of External Affairs (Liberal)
Gordon Learson
Married — 2 children
Age — 53
Church of Christ
Profession: Broadcaster
Riding: Capilano, B.C.

Minister of Justice (Liberal)
Douglas Richards
Single
Age — 39
Roman Catholic
Profession: Lawyer
Riding: Cape Breton Highlands — Canso, Nova Scotia
Minister of Agriculture (Liberal)
Cyril Cameron
Married — 7 children
Age — 51
United
Profession: Farmer
Riding: Essex, Ontario
President of the Treasury Board (Liberal)
Peter Smith
Married
Age — 37
Jewish
Profession: Lawyer
Riding: Niagara Falls, Ontario
Government House Leader (Liberal)
Alan McGregor
Married — 1 child
Age — 47
Roman Catholic
Profession: Lawyer
Riding: Gloucester, New Brunswick
Parliamentary Assistant to the
Secretary of State (Liberal)
Albert Laurier
Single
Age — 38
Roman Catholic
Profession: Journalist
Riding: Laprairie, Quebec
Parliamentary Assistant to the Minister
of Defence (Liberal)
Jacques St. Pierre
Married — 4 children
Age — 50
Roman Catholic
Profession: Teacher
Riding: Provencher, Manitoba

Leader of the Opposition (P.C.)
James Ashworthy
Married — 1 child
Age — 59
United
Profession: Lawyer/Businessman
Riding: London West, Ontario
Justice Critic (P.C.)
Victor Gray
Married — 3 children
Age — 56
Lutheran
Profession: Law Professor
Riding: St. John's East, Newfoundland
External Affairs Critic (P.C.)
Florence Henderson
Single
Age — 46
Baptist
Profession: Businesswoman
Riding: Wellington-Grey, Ontario
Finance Critic (P.C.)
Jack Holten
Married — 4 children
Age — 54
Anglican
Profession: Rancher
Riding: Vegreville, Alberta
Defence Critic (P.C.)
David Rundle
Married — 2 children
Age — 49
Evangelical
Profession: Engineer
Riding: York Centre, Ontario
Conservative Party Whip
Delford Ackelbrant
Married — 4 children
Age — 59
Anglican
Profession: Securities Investor
Riding: Southshore, Nova Scotia

Leader of the N.D.P.
George MacDonell
Married — 4 children
Age — 46
Presbyterian
Profession: Professor of Politics
Riding: Battleford -Kindersley, Saskatchewan

Justice Critic (N.D.P.)
Sean Connelly
Married — 1 child
Age — 31
United
Profession: Businessman
Riding: Selkirk, Manitoba

Finance Critic (N.D.P.)
Maxwell Benson
Married — 2 children
Age — 46
Jewish
Profession: Doctor
Riding: Greenwood, Ontario

N.D.P. Whip
Geraldine Winhold
Married — 3 children
Age — 44
Reformed Church
Profession: Social Worker
Riding: Surrey, B.C.

Justice Critic (Socred)
Georges Giguere
Married — 4 children
Age — 51
Roman Catholic
Profession: Lawyer
Riding: Beauce, Quebec

Finance Critic (Socred)
Gilles Parrot
Married — 6 children
Age — 64
Roman Catholic
Profession: Salesman
Riding: Compton, Quebec

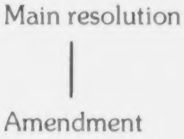
APPENDIX C

Rules of Parliamentary Debate

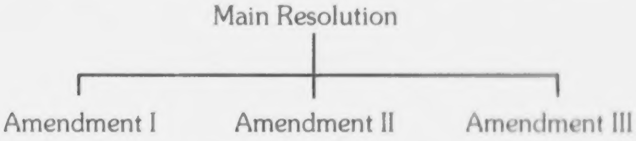
All important decisions and questions of policy are determined in terms of resolutions. Such a subject should be introduced to the floor in the form of a motion. This motion can be seconded and possibly amended. It is finally put to a vote.

Opportunity is afforded for a full expression of views. When the Speaker is satisfied that all relevant considerations have been adduced, he puts the question to a vote by asking those who are in favour of the motion and then those who are opposed to signify in the usual way. In this case, the vote will be taken by standing and being recorded in order to make clear to everyone who is for and who is against this resolution to abolish capital punishment. Upon standing, each M.P. will announce his name, his party, and his constituency.

When a motion has been introduced, amendments may be offered in the course of the debate. An amendment may only vary in some measure the terms of the original motion; it should not negate the original proposal, nor introduce entirely new considerations since assent or negation is to be determined by the vote. Any number of motions may be made to amend the main resolution, or to amend the amendments. A resoultion and single amendment would schematically appear like this:



In a recorded vote, the amendment is voted upon first. If it carries, the resolution as so amended is carried and the matter is ended. If it is lost, a vote is then taken on the main resolution. Multiple amendments would appear as follows:



Each amendment must be dealt with separately in order in which they were made or until one is carried. Thus amendment one is voted upon; if it is lost; amendment two is put to a vote; if amendment one is carried the main resolution as amended by amendment one is carried and the matter is settled. The main resolution is never put to a vote if any amending motion carries.

APPENDIX D

Brief: Capital Punishment

Abolition

1. It does not serve as an effective deterrent. A lengthy imprisonment could serve the same purpose. Many murders are committed in sudden passion. The only person deterred is the ordinary law-abiding citizen who would not murder anyway.
2. It is morally wrong for the state, as well as an individual, to take a human life. It is contrary to Judeo-Christian principles.
3. It is based on revenge. It is retributive punishment which serves only to express society's revenge against the murderer.
4. It has a morbid effect not only on prisoners and staff, but also on society at large. The type of disproportionate adverse publicity given an execution is not healthy for society.

5. The punishment is irrevocable and the risk of executing an innocent person justifies abolition.
6. It has an adverse effect on the administration of justice. Juries which do not want to send someone to his death will bring in a verdict contrary to their true beliefs. The same applies to a sentencing judge.
7. It is improper to permit administrative considerations to stand in the way of abolition. Accommodation should and could be found for murderers.

Retention

1. It serves as a deterrent to future murderers. Abolition would endanger police because a criminal seeking to avoid arrest would more freely use firearms or violence.
2. It is a just and appropriate punishment for murder. Based on the notion of "an eye for an eye", it shows society's distaste for the grave crime of murder.
3. Public opinion remains substantially in favour of capital punishment.
4. Additional administrative problems would arise in penitentiaries if all convicted murderers were imprisoned.
5. It costs a great deal to keep a murderer locked up over a long period of time. The taxpayers bear this burden.
6. The effectiveness of an execution serves to prevent a continuation of committing crimes of violence. In a relatively young and heterogenous country such as ours, this is a necessary device to maintain.

APPENDIX E

New Release: Vancouver:

The Canadian Human Rights Association today announced a joining of efforts with the Civil Liberties Association. Both Action Groups will attempt to apply pressure to Members of Parliament through a lobby campaign, in order to bring about the abolition of capital punishment. Their position in this respect has always remained clear and committed. Telegrams outlining this joining position were sent to the Prime Minister, the Solicitor-General and the Leader of the Opposition.

News Release: Toronto

A leading Jewish Theologian and Rabbi was guest speaker at a meeting of the Council of Christians and Jews at Parkvale United Church. In a rather surprising and uncharacteristic speech, he strongly condemned anyone who wanted to see a person "swing from the gallows" in order to satisfy a sense of retribution. His strong stand was resoundingly applauded by those churchmen present. The end of the session witnessed a resolution, unanimously supported, which called for the immediate and unconditional abolishment of capital punishment. The resolution urged Ministers, Priests, and Rabbis across Canada to support that position.

Editorial: The Toronto Star

There is in Canada growing uneasiness about violent crime. This is a natural reaction to the evidence of a growing problem and it is at the root of the widespread demand for a return to capital punishment.

The proposed changes presently before Parliament will confront this problem. It not only abolishes capital punishment permanently, but provides the necessary alternative in the form of stiffer sentences and more difficult to get parole. The success of this legislation depends not only on the abolition of capital punishment, but on an alternate method of protecting the public.

News Release: London

The executive of the Ontario Medical Association today released the details of a poll taken among its members. Fully 63% of the doctors who replied were in favour of the return of capital punishment. The reason cited most often for this stance, was the amount of money it took to maintain a murderer in prison. While the O.M.A. took pains to avoid taking an official side in the current debate, it was clear to reporters their position was in favour of the return of the hangman.

News Release: Toronto

George Albertson, Chief of Police in Metro Toronto today called for the retention of capital punishment. He argued that the whole system of law and security was being undermined as a result of no quick action in the restoration of the death penalty. He cited the contempt which criminals have for officers of the law.

Albertson made certain to those present that he felt he was not only speaking for himself but for policemen everywhere in Canada. He has urged all policemen and their immediate families to begin a letter writing campaign to Members of Parliament in an attempt to pressure them in reinstating the noose for all murderers.

News Release: Halifax

It was learned today that the Right to Life Group, an organization usually concerned with preventing abortion, has joined the growing number of groups calling for the return to capital punishment. This rather surprising move was made in the form of a resolution passed at the annual meeting held in Halifax.

News Release: Montreal

The prison guards at St. Vincent de Paul Penitentiary outside of Montreal, today demanded that the death penalty remain for killers of police officers and prison guards. A short statement was released in which the guards outlined their position. In order to add effectiveness to their demand, the guards began what they termed to be a series of "study sessions." In effect, this meant the guards only carried out minimal functions at the prison. The R.C.M.P. remained on stand-by throughout the day. The guards called for all prison guards across the country to join them in forcing the hand of the federal government.

APPENDIX F

To Each Member of Parliament: A Brief Outline

This is a closed debate allowing for a free vote on the issue of capital punishment. Press releases will not be given out until the issue has been decided and voted upon. Here in the confines of the House of Commons a "no holds barred" attitude exists. Argument and debate are the tools of the Members. Each man and woman is arguing for what he or she believes. His or her conscience is important: a soul-searching moral question is under discussion and consideration. As important however to many Members of Parliament are the constituents and their respective wishes and thoughts on any particular issue. A Member may wish to respect those wishes and reflect them in the way he argues his position and ultimately reflect them in the way he votes. It is noted as well that the pressure of re-election is upon each Member of Parliament. In this sense, each Member of Parliament is confronted with the same type of dilemma faced by Edmund Burke. Burke speaking to the electors of Bristol two hundred years ago, said that when they chose an M.P. they are choosing him for his judgment and his conscience and not because he is a mere reflection of the wishes of the electorate.

APPENDIX G

First Public Information Poll

Do you approve of the Introduction of a bill in Parliament to Abolish Capital Punishment?

63% Disapprove
32% Approve
5% Undecided

N.B. This poll was taken days after a brutal and much publicized double slaying in Regina. Two children aged 5 and 8 were molested and murdered as they walked to their aunt's home. A 23 year old man has been arraigned in criminal court and faces charges as a result of the double slaying.

Second Public Information Poll

Do you Approve of the Introduction of a Bill in Parliament to Abolish Capital Punishment?

49% Disapprove
40% Approve
11% Undecided

N.B. This poll was taken days after an innocent man was hanged in the State of Colorado, U.S.A. A man confessed to the murder for which the innocent man was hanged, hours after the execution took place. This precipitated a public outcry headed by prominent civil liberties lawyers and protestant clergy. This unfortunate occurrence seems certain to prompt an official inquiry.

Public Information Poll: Special Note

The purpose of the public information poll is two-fold. On the one hand, students will be made conscious of the fact that polls have become very real considerations and factors within the context of the Canadian political scene. Secondly, the polls provide a feedback which Members of Parliament must ultimately weigh. Some M.P.'s may feel swayed by the polls, while others will feel compelled to vote according to conscience and, in effect, disregard the poll information.

These polls may, however, be deleted at the discretion of the teacher.

APPENDIX H

First Bill Passage (Forecast) Information

How many M.P.'s are supporting the Bill to abolish Capital Punishment?

155

How many M.P.'s are supporting the opposition to the Bill to abolish Capital Punishment?

108

Second Bill Passage (Forecast) Information

How many M.P.'s are supporting the Bill to abolish Capital Punishment?

140

How many M.P.'s are supporting the opposition to the Bill to abolish Capital Punishment?

123

APPENDIX J

Members of Parliament and the Death Penalty:

The Honourable Member from Selkirk favours the gas chamber over the rope and says "the best way to resolve the question is to have a national referendum."

The Honourable Member from Bruce-Grey (L.) says that "if a return to capital punishment can prevent even one contemplated murder, or in some aspect return confidence in order and justice in Canada, it is worthwhile."

The Honourable Member from Temiskaming (N.D.P.) says "any civilized nation should be able to rehabilitate its criminals. In most cases . . . those committing murder should be the easiest of the criminals to reform.'

The Honourable Member from Thunder Bay (L.) is an abolitionist and says "there must be much stricter security in our prisons . . . longer sentences for murder and curbs on parole are required."

The Honourable Member from Northumberland-Durham wants gas, poison or injection to replace the rope and has moved amendments for such — as well as amendments "calling for the dealth penalty on a second conviction for murder, where death ensues during or as a result of aircraft hijacking and where killing takes place during commission of a rape." He belongs to the P.C. Party.

The Honourable Member from Greenwood (N.D.P.) says that under the British parliamentary tradition "an elected member should not be an automaton or a recording machine . . . I will vote as every member should do on the basis of my firm conviction that capital punishment is not, and never has been, an effective deterrent."

The Honourable Member from Welland (L.) is an abolitionist and says "polls and letters do not give total opinions — if the electors want me to represent them they will vote for me again. If not they will vote me out."

The Honourable Member from High Park-Humber Valley (P.C.) wants the rope replaced with drugs and says "the longer we allow our society to be a permissive one, the longer it will take to reverse it."

The Honourable Member from Gander-Twillingate (L.) wants the rope replaced but says "a compulsive murderer, who murders more than once and where the evidence is so pronounced that there is not . . . should be destroyed."

The Honourable Member from Brandon-Souris (P.C.) wants lethal drugs instead of the rope and says "I am a reformed abolitionist who believes the current trends require the death penalty for premeditated, syndicated, mafia-like homicides in the pursuit of criminal activities."

ACTIVITES

1. Have each student at the beginning of the year, adopt the identity of one nationally prominent political figure and then keep a portfolio (pictures, clippings, etc.) of "his" activities. From time to time he might be asked by the class: "Where have you been lately, Mr. Diefenbaker, and what have you been up to?"
2. Where the opportunity exists, invite the local Member of Parliament to speak to the class.
3. Do a photo-essay on your Member of Parliament.
4. During a federal election year follow the campaign. Take note of personalities, issues, techniques and results.
5. Choose one federal issue and compare party positions with respect to it.
6. Analyze the make-up of the House of Commons with respect to age, sex, religion, level of education, occupation, and income prior to election. A questionnaire might be sent to Members of Parliament to gather this information, keeping in mind that some of the responses will undoubtedly be acerbic. A listing of M.P.s may be found in the Canada Yearbook.
7. Prepare an outline of basic philosophy and major policy for each national party.

8. Compare the positions of individual party members with "party positions" on various issues. Account for the discrepancies.
9. Compare the treatment of one federal issue by two or more newspapers.
10. Guide students in the writing of a class essay which analyzes some federal issue. Ensure that arguments for opposing points of view are presented and substantiated. Then have each student finish the essay, offering and justifying his own conclusions.
11. Hold a panel discussion on the value of the Senate (or of the Governor-General, the monarch, etc.) to our political system. Have other members of the class question the panel afterwards.
12. Establish a junior debate club, and, if you choose, affiliate it with Territorial Debates, our regional debating association (contact the Executive Assistant to the Director of Education, Laing Building, Yellowknife, to obtain the name and address of the coordinator of Territorial Debates in any given year). Study the techniques of effective speaking, and schedule occasional debates on federal issues.
13. Establish a speaker's square in the classroom. Set aside a brief time each week (day, month), during which any student who would like to is allowed to speak on any issue that concerns him. The only regulation required is to demand that issues be addressed and not personalities, and that students refrain from using vulgar language. Encourage the use of this square even for very brief statements. Make use of it yourself from time to time.
14. Discuss or debate Voltaire's statement: "I disagree with what you say, but I defend to the death your right to say it".
15. Orchestrate a dramatic reading of portions of the Bill of Rights using background music, symbolism, etc.
16. Evaluate the relative effectiveness of influencing government by means of discussion and persuasion, petition, lobby, demonstration and civil disobedience. Consider when each of these might best be used. Illustrate these processes in a collage.
17. Do a study on the life of the present Prime Minister, or of an earlier Prime Minister.
18. Invite a lawyer or a judge to the class to speak on the weaknesses and strengths of our judicial system.
19. Invite a public servant to the class to present his view of government bureaucracy.
20. Prepare a time-line report on the history of the federal government.
21. Investigate the opportunities which exist for careers in the federal government.
22. Investigate regional differences among Canadians with respect to their feelings for a national identity. Particularly note differences, if any, that exist between people who live in provinces which pre-existed Confederation and people who live in provinces which might be thought of as "children" of the federal government.
23. Produce a class newspaper which deals particularly with federal issues.
24. Artistically prepare and display worthy quotations by Canadians using **Colombo's Canadian Quotations,** (Hurtig) as a source.
25. Begin each civic education lesson by singing **O Canada.**

CIVICS

bility diversity freedon
nt constitution meetir
ce lobby commission
ament peoples resolut
ghtened town self-inte
nterests influence pat
ivision bill ordinance
rman secretary procec
lues morality institutic
us majority minority ch
cutive legislature legi
r judiciary responsible
rage no demonstratior
tion ballot voter identit
nvestigation objectivit
r mandate suffrage al
onflict liberty traditior
minister commitment

ian
e enlightene
iple interes
o cer divisio oi
isdiction chairman secretar
ness issue values morality
ciety consensus majority mir
et taxes executive legis
ion power judiciar
ent leverage no
cti
in
er

edom justice boundary
eeting trial negotiatior
sioner franchise priva
olution civil rights hu
-interest common goo
patronage nepotism
nce by-law law statute
ocedure minutes agen
tution citizen objectivi
y choice member plur
legislation public serv
sible government repre
ation plebiscite petitio
entity competition autc
tivity territory life rebe
e alienation individua
ition symbol mayor cc
ent debate decision di

LEVEL SEVEN

NWT
EDUCATION
1978

CIVIC EDUCATION

LEVEL SEVEN

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES

CIVIC EDUCATION

LEVEL SEVEN

DEPARTMENT OF EDUCATION
NORTHWEST TERRITORIES
1978

NOTE

Before beginning to teach lessons from this curriculum guide, the teacher is urged to read "An Introduction to Civic Education in the Northwest Territories" which is part of the civic education package. This manual contains important information on resources, as well as suggestions for alternate approaches and methods of implementation.

In addition, it provides some guidelines with respect to the spirit in which this program is to be taught, a matter of considerable importance in view of the sensitive nature of the subject.

GENERAL GOALS OF THE NORTHWEST TERRITORIES' CIVIC EDUCATION PROGRAM

The civic education program for schools in the Northwest Territories will seek the development of the good citizen in a democratic society.

1. The citizen understands and accepts the ultimate responsibility he has for shaping, directing and fulfilling his own life.
2. The citizen comprehends the essential harmonious relationship that exists between enlightened self-interest and the general interest of humanity.
3. The citizen appreciates that his rights are the rights of all.
4. The citizen grasps and acts on the principle of duty as well as right.
5. The citizen recognizes in democracy a valuable instrument for harmonizing the aspirations of others with his own, that is, for securing the common good.
6. The citizen respects and defends the essential principles of democracy.
7. The citizen appreciates the advantages of social cooperation, and in acting on this appreciation, recognizes the occasional need to set aside the attainment of certain values in order to attain others of greater worth.
8. The citizen investigates objectively and thoroughly before committing himself to belief or action.
9. The citizen appreciates those institutions which have served the common good, preserves and enhances them.
10. The citizen challenges and repudiates what is destructive of the common good.
11. The citizen initiates and promotes activity in favor of the common good.
12. In short, the citizen is thoughtful, informed and active; to enhance his own well being, he participates to the best of his ability in the process of social governance.

LEVEL SEVEN

The Level Seven course in civic education is to be allotted approximately one-fifth to one-quarter of the time now devoted to Social Studies 10.

During the time set aside for civic education, teachers should: (1) undertake a review of facts and concepts learned at earlier levels in the civic education program, (2) hold occasional class club meetings during which parliamentary procedure is practiced and discussed, and decisions of some consequence are made, and (3) complete work on projects One and Two which deal with matters that are largely outside the scope of the present Social Studies 10 curriculum.

Projects entitled Supplementary One and Two in this handbook deal with themes that are presently designated as part of the Social Studies 10 program (Canada: Internal Issues: Political), and should not be thought of as a part of the civic education program as far as time allotment is concerned. It is assumed that grade ten Social Studies teachers already deal in one way or another with issues similar to the ones treated in these projects. Hence, they have been included merely to suggest alternative focuses and methods to those presently employed.

CONTENTS — LEVEL SEVEN

Introductory Lessons
Project One
Project Two
Supplementary One
Supplementary Two

OBJECTIVES

The student should be able to analyze and clarify a problem with which he is confronted.

The student should be able to build a fund of knowledge relevant to a problem by locating and acquiring information through viewing, reading, observing and listening.

The student should be able to process information effectively by organizing and synthesizing it, and by imparting key facts and concepts to others.

The student should be able to demonstrate a mature understanding of the meaning of democracy as a method of social governance by listing its essential elements, by commenting on its strengths and weaknesses, and by recognizing necessary limitations on individual freedom in a democratic society.

The student should be able to demonstrate a mature understanding of the socio-political nature of Canada by defining the concept of peoples and by identifying peoples in Canada, by describing regional social differences in Canada, by describing the concept of federalism as it applies to the government of Canada and its provinces, and by identifying those things which, actually or potentially, are unifying forces in Canada.

The student should be able to resolve a value issue (tentatively) by understanding the issue, by drawing on (building) a knowledge base relevant to the issue, by identifying alternatives for dealing with the issue, by analyzing values inherent in each alternative, by predicting the consequences of implementing each alternative, and by selecting one alternative and justifying the choice.

The student should be able to analyze the concept of good citizenship in a democratic society, and objectively gather data essential to its understanding.

The student should be able to explain, in a manner commensurate with his maturity, how the concepts of authority, the common good, compromise, cooperation, duty, enlightened self-interest, equality, freedom, justice, loyalty, objectivity, participation, responsibility and rights are related to a concept of good citizenship.

The student should be able to make a tentative judgment concerning what constitutes good citizenship in a democratic society, and be able to justify his judgment.

The student should know, with respect to the conduct of a meeting, the duties of a chairman, and a secretary, the purpose, nature and disposition of minutes, the nature of a constitution and its essential elements, the procedures for moving, seconding, and amending motions, the order of precedence and the use of privileged and incidental motions, the nature and purpose of an agenda, and the elements of an acceptable order of business.

The student should demonstrate that he recognizes and accepts his responsibility for the well-being of his community by joining with other members of his class to establish a community-action club.

The student should participate effectively in the community action club by speaking his mind after thoughtful consideration, by voting objectively on issues that arise, and by accepting his share of the burdens generated by club activities.

INTRODUCTION TO LEVEL SEVEN STUDIES

Before embarking on the project work which forms the basis of Level Seven studies some time should be spent on the following:

1. Consolidate knowledge learned to this point in the civic education program. Provide students with the study booklet which contains a restatement of the core learnings from Levels Three through Six. Have them study this information. Discuss questions which are raised. Administer a test on the material. Review as required. (Adjustments will have to be made to this procedure in the initial years of implementation).
2. In keeping with the spirit fostered at earlier levels in the civic education program, establish a classroom community-action club to foster in students a sense of responsibility for the well-being of their community.

   Prepare a simple constitution. Choose officers by means of an election. In addition to reviewing the elements of parliamentary procedure as difficulties arise during meetings, teach the incidental motions of 1. point of order, 2. point of information or parliamentary inquiry, 3. call for division, 4. appeal from the chair's decision, and 5. withdrawal of motion (pp. 84 - 99 in **Parliamentary Procedure** in the Civics Kit).

   Possible activities include: class projects to enhance life in the community; class support or worthwhile projects initiated by local community service organizations; and the encouragement of individual participation in the political affairs of the community.

   Hold meetings from time to time as they seem to be required.

3. Spend some time trying to create an atmosphere in which learning can proceed. Since the topics chosen for study at this Level are frequently alluded to in society generally, and have been briefly introduced at earlier Levels in the civic education program, many students will be inclined to think that they "already know all about these things". To foster an attitude more receptive to learning, it might be worthwhile to discuss the following:

The complex nature of social phenomena

- countless variables
- conflicting individual opinions and ideologies arising from varied experiences and differing values
- few, if any, universal and final answers
- many of the more notable social commentators have managed to produce lasting works only when they were well into their thirties, forties or fifties.

The Common habit of simplistic thinking

- i.e. "the good citizen always obeys the laws of the land" or "democracy is good, and autocracy is bad".
- factors which contribute to stereo-typing, the use of the cliché and unwarranted generalization.

The reality of social indoctrination

- i.e. the child raised in a Moslem community will not suddenly begin the practice of Buddhism.
- the natural acceptance in all societies of particular points of view to the neglect of others
- the existence of other points of view, often espoused by sincere and intelligent people
- the importance of determining what is true, or at least what one really thinks after all the evidence is in.

The opportunity (and need) for more profound understanding commensurate with growing maturity

- as the introductory learning of a skill (e.g. playing hockey) requires further instruction and practice to approach perfection, so the initial, superficial learnings about social phenomena require development through subsequent study and experience to strengthen their validity
- needless (and potentially dangerous) conflict arises where poorly thought out positions are defended emotionally without the support of logic.

PROJECT ONE

The first project is aimed at developing skills and attitudes associated with the acquisition and transmission of knowledge.

OBJECTIVES

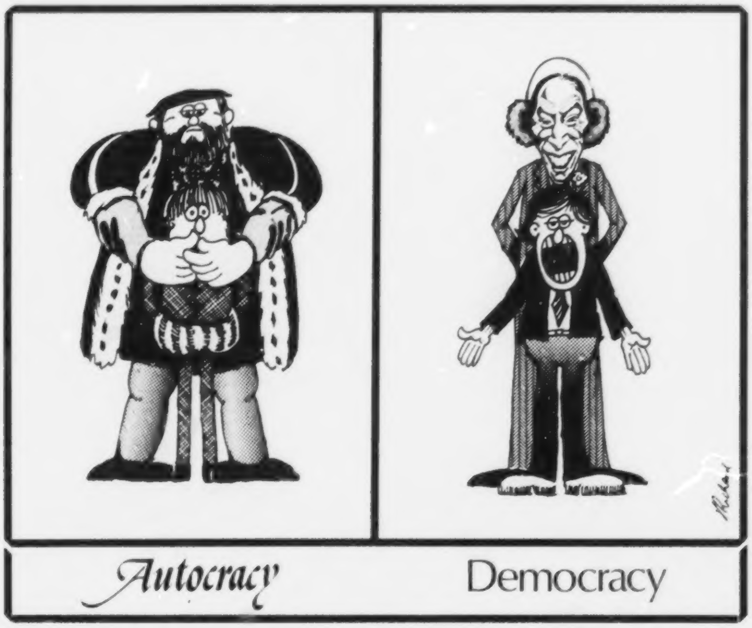
The student should be able:

1. To analyze and clarify a problem with which he is confronted;
2. To build a fund of knowledge relevant to the problem by locating and acquiring information through objective viewing, reading, observing and listening;
3. To process the information effectively by organizing and synthesizing it, and by imparting key facts and concepts to others;

4. To demonstrate a mature understanding of the meaning of democracy as a method of social governance by listing its essential elements, by commenting on its strengths and weaknesses, and by recognizing necessary limitations on individual freedom in a democratic society;
5. To demonstrate a mature understanding of the socio-political nature of Canada by defining the concept of peoples and by identifying peoples in Canada, by describing regional social differences in Canada, by describing the concept of federalism as it applies to the government of Canada and its provinces, and by identifying those things which, actually or potentially, are unifying forces in Canada.

In pursuit of these objectives, teachers should foster in students:

1. a realization that knowledge in general is incomplete;
2. an awareness of the limitations of their own present knowledge;
3. an awareness of the existence of many thoughtful viewpoints and several sources of knowledge;
4. a willingness to examine problems from more than one point of view;
5. a willingness to define important terms;
6. a respect for the contributions of others;
7. a willingness to share knowledge with others.



Drawn by John Richard, based on an idea submitted by student Gae Wall to the teacher of a grade eleven Social Studies class.

SUGGESTED APPROACH

To begin the project teachers should divide the class into two groups, each group to analyze, research and prepare a presentation on one of the following:

A. What should the citizen in a democratic society know about the history of democracy and its implementation as a method of social governance?

B. What should the citizen of Canada know about the socio-political nature of his country?

Each group should organize itself in such a way that the work is shared, with individuals being assigned responsibility for various facets of the study. Every member should be given some topic to research, and not merely relegated to clipping pictures, or some other equally innocuous task.

Each group's final presentation to the remainder of the class should be a lively, informative and interesting synthesis of the information collected, and it should be supported by attractive illustrative material. Longer more detailed reports should be duplicated and distributed to all students with time set aside for the reading of them.

The presentations might well be given the format of T.V. documentaries. They could be introduced by titles such as "Democracy - Our Heritage" and "This is Canada".

Each of the Project One topics is treated separately in the following pages. Topic A follows immediately, while Topic B is introduced on page 13.

A. What should the citizen in a democratic society know about the history of democracy and its implementation as a method of social governance?

Some questions which might be used by students to focus their investigation:

1. What is the derivation of the word "democracy"? What does it literally mean?
2. Where did democracy as a system of social governance originate? What form did it take?
3. What is the difference between direct democracy and representative (liberal) democracy, and what circumstances have given rise to the latter?
4. What are some criticisms of these kinds of democracy as voiced by people as varied as Plato, Marx, Thoreau, and Hitler?
5. What is the essential idea underlying what is sometimes called "totalitarian democracy" by its enemies, and "true democracy" by its friends, that concept of democracy foreshadowed in the thought of Rousseau and developed by Marx?
6. What seem to be the **fundamental** principles of democracy? (That each individual has the right to life and liberty, and to those freedoms necessary to sustain life and liberty, and to secure personal fulfillment?) What are some **secondary** principles which have arisen where representative democracy is established as the system of social governance? (Majority rule respect for minority rights, the right of franchise, etc.).
7. Who were Cleisthenes, Pericles, John Locke, Jean-Jacques Rousseau, Tom Paine, Thomas Jefferson, Edmund Burke, Jeremy Bentham and John Stuart Mill, and what were their contributions in support of democracy?
8. Where and when in history has the establishment of democracy been associated with revolution? (Some attention might be given to the "Glorious Revolution" in Britain, and to the American and French revolutions). What accounts for this association?
9. Who were the Chartists and what were their aims?
10. What are the widely acknowledged rights of citizens in a democratic society? How are these expressed in the British Bill of Rights, the American Declaration of Independence, the French Declaration of the Rights of Man, and the Canadian Bill of Rights?
11. What are some problems which arise where representative democracy is the established method of social governance?
12. What are the benefits of democracy over autocracy? The liabilities?

RESOURCES

Most of the factual information required to answer these and other questions which might arise during the study can be found in various encyclopedia. Both **Encyclopedia Britannica** and **Encyclopedia Americana**, for example, have excellent articles on democracy.

Political Science: An Outline by de Huszar and Stevenson, available from the Alberta School Book Branch would also be helpful.

In addition, some (or all) of the following quotations might be distributed to students to help stimulate deeper thinking about democracy.

> *Our constitution is named a democracy, because it is in the hands not of the few but of the many. But our laws secure equal justice for all in their private disputes, and our public opinion welcomes and honors talent in every branch of achievement, not for any sectional reason but on grounds of excellence alone . . . we are obedient to whomsoever is set in authority, and to the laws, more especially to those which offer protection to the oppressed and those unwritten ordinances whose transgression brings admitted shame.*

Thucydides quoting PERICLES

> *As the republic of letters brings forward the best literary productions, by giving to genius a fair and universal chance, so the representative system of Government is calculated to produce the wisest laws, by collecting wisdom from where it can be found. I smile to myself when I contemplate the ridiculous insignificance into which literature and all the sciences would sink, were they made hereditary; and I carry the same idea into Governments. An hereditary governor is as ridiculous as an hereditary author. I know not whether Homer or Euclid had sons; but I will venture an opinion if they had, and had left their works unfinished, those sons could not have completed them.*

Tom Paine - RIGHTS OF MAN

> *. . . individuals themselves, each in his own personal and sovereign right, entered into a compact with each other to produce a Government: and this is the only mode in which Governments had a right to arise, and the only principle in which they have a right to exist.*

Tom Paine - RIGHTS OF MAN

> *I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.*

THOMAS JEFFERSON

> *If a nation expects to be ignorant and free . . . it expects what never was and never will be.*

THOMAS JEFFERSON

> *. . . it is evident that the only government which can fully satisfy all the exigencies of the social state is one in which the whole people participate; that any participation, even in the smallest public function is useful; that the participation should everywhere be as great as the general degree of improvement of the community will allow; and that nothing less can be ultimately desirable than the admission of all to share in the sovereign power of the state. But since all cannot, in a community exceeding a single*

small town, participate personally in any but some very minor portions of the public business, it follows that the ideal type of a perfect government must be representative.

John Stuart Mill - ON REPRESENTATIVE GOVERNMENT

Democracy does not confer the most skilful kind of government upon the people, but it produces that which the most skilful governments are frequently unable to waken, namely, an all-pervading and restless activity, a superabundant force, and an energy which is inseparable from it, and which may, under favorable circumstances, beget the most amazing benefits. These are the true advantages of democracy.

Alexis de Tocqueville - DEMOCRACY IN AMERICA

We must first understand what the purport of society and the aim of Government is held to be. If it be your intention to confer a certain elevation upon the human mind, and to teach it to regard the things of this world with generous feelings, to inspire men with a scorn of mere temporal advantage, to give birth to living convictions, and to keep alive the spirit of honorable devotedness; if you hold it to be a good thing to refine the habits, to embellish the manners, to cultivate the arts of a nation, and to promote the love of poetry, of beauty, and of renown; if you would constitute a people not unfitted to act with power upon all other nations, nor unprepared for those high enterprises which, whatever be the result of its efforts, will leave a name forever famous in time — if you believe such to be the principal object of society, YOU MUST AVOID THE GOVERNMENT OF DEMOCRACY, which would be a very uncertain guide to the end you have in view.

But if you hold it to be expedient to divert the moral and intellectual activity of man to the production of comfort, and to the acquirement of the necessaries of life; if a clear understanding be more profitable to man than genius; if your object be not to stimulate the virtues of heroism, but to create habits of peace; if you had rather witness vices than crimes and are content to meet with fewer noble deeds provided offences be diminished in the same proportion; if, instead of living in the midst of a brilliant state of society, you are contented to have prosperity around you; if in short, you are of opinion that the principal object of a Government is not to confer the greatest possible share of power and of glory upon the body of the nation, but to ensure the greatest degree of enjoyment and the least degree of misery to each of the individuals who compose it — if such be your desires, you can have no surer means of satisfying them than by equalizing the conditions of men, and establishing democratic institutions.

Alexis de Tocqueville - DEMOCRACY IN AMERICA

The French, under the old monarchy, held . . . that the King could do no wrong . . . The Americans entertain the same opinion with respect to the majority . . . In the United States . . . all parties are willing to recognize the rights of the majority, because they all hope to turn those rights to their own advantage at some future time. The majority, therefore in that country exercises a prodigious actual authority, and a moral influence which is scarcely less preponderant; no obstacles exist which can impede or so much as retard its progress, or which can induce it to heed the complaints of those whom it crushes upon its path. This state of things is fatal in itself and dangerous for the future.

Alexis de Tocqueville - DEMOCRACY IN AMERICA

Under the absolute sway of an individual despot the body was attacked in order to subdue the soul, and the soul escaped the blows which were directed against it and rose superior to the attempt but such is not the course adopted by (majority) tyranny in democratic republics; there the body is left free and the soul is enslaved. The sovereign can no longer say, "you shall think as I do on pain of death", but he says, "You are free to think differently from me, and to retain your life, your property, and all that you possess; but if such be your determination, you are henceforth an alien among your people. You may retain your civil rights, but they will be useless to you, for you will never be chosen by your fellow-citizens if you solicit their suffrages, and they will affect to scorn you if you solicit their esteem. You will remain among men, but you will be deprived of the rights of mankind. Your fellow-creatures will shun you like an impure being, and those who are most persuaded of your innocence will abandon you too, lest they should be shunned in their turn. Go in peace! I have given you your life but it is an existence incomparably worse than death.

Alexis de Tocqueville - DEMOCRACY IN AMERICA

I know of no country in which there is so little true independence of mind and freedom of discussion as in America.

Alexis de Tocqueville — DEMOCRACY IN AMERICA

See . . . the forgiving spirit of democracy, and the 'don't care' about trifles, and the disregard which she shows of all the fine principles which we solemnly laid down at the foundation of the city . . . how grandly does she trample all these fine notions of ours under her feet, never giving a thought to the pursuits which make a statesman, and promoting to honor any one who professes to be the people's friend . . . These and other kindred characteristics are proper to democracy, which is a charming form of government, full of variety and disorder, and dispensing a sort of equality to equals and unequals alike.

Plato - THE REPUBLIC

There is often a great difference between the will of all (what all individuals want) and the general will; the general will studies only the common interest while the will of all studies private interest, and is indeed no more than the sum of individual desires. But if we take away from these same wills, the pluses and minuses which cancel each other out, the sum of the difference is the general will . . . the general will is always rightful and always tends to the public good; but it does not follow that the decisions of the people are always equally right. We always want what is advantageous but we do not always discern it.

Jean-Jacques Rousseau - THE SOCIAL CONTRACT

Hence, in order that the social pact shall not be an empty formula, it is tacitly implied in the commitment . . . that whoever refuses to obey the general will shall be constrained to do so by the whole body, which means nothing other than that he shall be forced to be free . . ..

Jean-Jacques Rousseau - THE SOCIAL CONTRACT

In the strict sense of the term, there has never been a true democracy, and there never will be. It is contrary to the natural order that the greater number should govern and the smaller number be governed. One can hardly imagine that all the people would sit permanently in an assembly to deal with public affairs; and one can easily see that they could not appoint commissions for that purpose without the form of administration changing.

Jean-Jacques Rousseau - THE SOCIAL CONTRACT

. . . how many things that are difficult to have at the same time does the democratic form of government pre-suppose? First, a very small state, where the people may be readily assembled and where each citizen may easily know all the others. Secondly, a great simplicity of manners and morals, to prevent excessive business and thorny discussions. Thirdly, a large measure of equality in social rank and fortune, without which equality in rights and authority will not last long. Finally, little or no luxury; for luxury is either the effect of riches or it makes riches necessary; it corrupts both the rich and the poor; it sells the country to effeminacy and vanity; it deprives the state of all its citizens by making some the slaves of others and all the slaves of opinion.

Jean-Jacques Rousseau - THE SOCIAL CONTRACT

If there were a nation of Gods, it would govern itself democratically. A government so perfect is not suited to men.

Jean-Jacques Rousseau - THE SOCIAL CONTRACT

All voting is a sort of gaming, like checkers or backgammon, with a slight moral tinge to it, a playing with right and wrong, with moral questions; and betting naturally accompanies it. The character of the voters is not staked. I cast my vote, perchance as I think right; but I am not vitally concerned that that right should prevail. I am willing to leave it to the majority. Its obligation therefore, never exceeds that of expediency. Even voting for the right is DOING nothing for it. It is only expressing to men feebly your desire that it should prevail. A wise man will not leave the right to the mercy of chance, nor wish it to prevail through the power of the majority. There is but little virtue in the action of masses of men.

Henry David Thoreau - CIVIL DISOBEDIENCE

After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule is not because they are most likely to be in the right nor because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rule in all cases cannot be based on justice, even as far as men understand it. Can there not be a government in which majorities do not virtually decide right and wrong, but conscience? In which majorities decide only those questions to which the rule of expediency is applicable?

Henry David Thoreau - CIVIL DISOBEDIENCE

The same bourgeois mind which praises division of labor in the workshop, life-long annexation of the labourer to a partial operation, and his complete subjection to capital, as being an organization of labor that increases its productiveness — that same bourgeois mind denounces with equal vigor every conscious attempt to socially control and regulate the process of production, as an inroad upon such sacred things as the rights of property, freedom and unrestricted play for the bent of the individual capitalist.

Karl Marx - CAPITAL I

Society had created its own organs to look after its common interests, originally through simple division of labor. But these organs, at whose head was the state power, had in the course of time, in pursuance of their own special interests, transformed themselves from the servants of society into the masters of society. This can be seen, for example, not only in the hereditary monarchy, but equally so in the democratic republic. Nowhere do "politicians" form a more separate and powerful section of the nation than precisely in North America. There each of the two major parties which alternatively succeed each other in power is itself in turn controlled by people who make a business of politics, who speculate on seats in the legislative assemblies . . . or who make a living by carrying on agitation for their party and on its victory are rewarded with positions.

Karl Marx - THE CIVIL WAR IN FRANCE

The one prevading evil of democracy is the tyranny of the majority, or rather of that party, not always the majority, that succeeds, by force or fraud, in carrying elections.

LORD ACTON

The devastation caused by this institution of modern parliamentary rule is hard . . . to imagine . . . It is, first and foremost, the cause of the incredible inundation of all political life with the most inferior, and I mean the most inferior, characters of our time. Just as the true leader will withdraw from all political activity which does not consist primarily in creative achievement and work, but in bargaining and haggling for the favor of the majority, in the same measure this activity will suit the small mind and consequently attract it.

Adolph Hitler - MEIN KAMPF

Mustn't every true leader refuse to be thus degraded to the level of a political gangster? And conversely, mustn't every gangster feel that he is cut out for politics, since it is never he, but some intangible mob, which has to bear the ultimate responsibility? Mustn't our principle of parliamentary majorities lead to the demolition of any idea of leadership? Does anyone believe that the progress of this world springs from the mind of majorities and not from the brains of individuals?

Adolph Hitler - MEIN KAMPF

. . . no more than a hundred empty heads make one wise man nor will an heroic decision arise from a hundred cowards. The less the responsibility of the individual leader, the more numerous will be those who, despite their most insignificant stature, feel called upon to put their immortal forces in the service of the nation. Indeed, they will be unable to await their turn; they stand in a long line, and with pain and regret count the number of those waiting ahead of them . . . they long for any change in the office hovering before their eyes, and are thankful for any scandal which thins out the ranks ahead of them.

Adolph Hitler - MEIN KAMPF

The most important economic measures are thus submitted to a forum, only a tenth of whose members have any economic education to show. This is nothing more nor less than placing the ultimate decision in a matter in the hands of men totally lacking in every prerequisite for the task. The same is true of every other question. The decision is always made by a majority of ignoramuses and incompetents, since the composition of this institution remains unchanged while the problems under treatment extend to nearly every province of public life . . . by forcing the individual to take a position on *such questions completely ill-suited to him, this system gradually ruins his character. No one will summon up the courage to declare: 'Gentlemen, I believe we understand nothing about this matter. I personally certainly do not'.*

Adolph Hitler - MEIN KAMPF

. . . Can it be called an acceptance of responsibility if, after an unparalleled catastrophe, the guilty government resigns? Or if the coalition changes, or even if parliament is itself dissolved? Can a fluctuating majority of people ever be made responsible in any case? Isn't the very idea of responsibility bound up with the individual?

Adolph Hitler - MEIN KAMPF

A high price is often paid for election by popular will since the party leadership is generally in the situation of "*a horseman who is so fully engrossed in trying to keep in the saddle that he cannot plan his ride*".

Joseph A. Schumpeter

Note: Passages which are followed only by a person's name are taken from **Bartlett's Familiar Quotations**, Little, Brown and Company, Toronto.

Once the project study is completed and the group's presentation has been made to the remainder of the class, the teacher should lead a discussion to try to deepen still further the students' understanding of democracy, its strengths and weaknesses. The aim is to help them to rise above simplistic thinking.

Questions which arise naturally out of the group's presentation should be dealt with first. Others which might be considered are these:

1. Does democracy, as Socrates feared, foster an inclination to regard every opinion as equal in value? If so, what implications does this have for the general enlightenment of society? For the maintenance of morality?
2. Does democracy, as Mussolini alleged, tend to dissipate the energy of a people by allowing many self-centered, individual initiatives to proceed in many different directions at one time? If so, is this necessarily undesirable? If you judge it undesirable, what alternatives can you offer?
3. Does democracy, as de Tocqueville believed, tend to stifle fundamental dissent because most people fear to be set apart from the majority? If so, what implications does this have for our understanding of "freedom" under democracy?
4. Do propaganda and indoctrination exist in democratic societies? Are the ideas of individuals shaped and molded? If so, by what means? Is this a serious situation? How should the individual respond to it?
5. Are citizens in democratic societies really in greater control of their governments than citizens in other societies, or is control rather illusory, seldom rising above the level of tokenism?
6. In what ways is representative democracy superior to autocracy? To anarchy? Is it superior in every social circumstance? If there are exceptions, what are they, and why?

B. WHAT SHOULD THE CITIZEN OF CANADA KNOW ABOUT THE SOCIO-POLITICAL NATURE OF HIS COUNTRY?

Note: It must be stressed that the aim here is not to resolve issues associated with unity, but rather to clarify and deepen the students' understanding of the real social and political nature of Canada so that their future attempts at issue-resolution will be rendered more effective.

Some questions which might be used by students to focus their investigation:

1. What constitutes "a people"?
2. What "peoples" are identifiable in Canada (groups, numbers, locations)?
3. What are the historical circumstances which determined the inclusion of these "peoples" as part of the Canadian nation?
4. In addition to the existence of "peoples" (understood in the sense of common race, language and life-style) in Canada, what socio-cultural differences exist among Canadians from region to region (e.g. as between the prairies and Newfoundland)? What factors have contributed to these differences?
5. When, and under what circumstances, was each province **first** established as a political entity? When did each become a province of Canada?
6. What is a "country", or a "nation"? How is it distinguished from a "people"? What problems often arise where two or more "peoples" exist within the boundaries of one nation?
7. When, and under what circumstances, was Canada first established as a political entity? What problems arise where several already-existing governments choose to affiliate with one another, and cooperate in the creation of a central government to deal with their common concerns?
8. What is federation? What is the fundamental idea underlying the concept of federalism?
9. What are the key elements of Confederation in Canada as outlined in the B.N.A. Act, 1867?
10. What are some things which link the lives of all Canadians? To what extent have Canadians as a whole become "a people"?

RESOURCES

Alberta School Book Branch listings for Social Studies 10

Encyclopedia Canadiana

Canada Yearbook

The Canadian Political Nationality; Smiley; Methuen

C.B.C. Audio-tapes

385	Canada's Indians
652	The Canadian Indian Nations
656	"Canada" Melting Pot or Mosaic
669	The Federation

Film from the A/V Resource Centre

The Canadians

Sound/Strip Presentations:

Moreland - Latchford - a series of eight sound filmstrips called **The Canadian Mosaic** ($105).

Ethos Ltd. - one presentation entitled **Why Study Culture?**, plus a series on various ethnic groups in Canada, each at $39.50.

Once the project is completed and the group's presentation has been made to the remainder of the class, the teacher should lead a discussion to try to deepen the students' understanding of the socio-political nature of Canada - its pluralism, its federalism. The aim is to help them to rise above simplistic thinking.

Questions which arise naturally out of the group's presentation should be dealt with first. Others which might be considered are these:

1. To what extent is group identity thrust on individuals? To what extent is it voluntary? To what extent can individuals choose what they wish to be regarded as their principal identity? Is there any reason why individuals should choose national identity as being more important to them than ethnic identity, or vice-versa? Explain.
2. What seems to be a rational attitude for a member of one culture group to adopt towards members of others in a pluralistic society with respect to the use of language, the practice of custom, and so on?
3. What seems to have been the balance (or imbalance) intended by the Fathers of Confederation with respect to federal and provincial powers?
4. In what sense is Canada an "artificial" (shaped more by man than by nature) nation? What problems does this present? What advantages does it offer?

PROJECT TWO

The second project is aimed at developing skills and attitudes associated with the resolution of value issues.

OBJECTIVES

The student should be able to:

1. To resolve a value issue (tentatively) by understanding the issue, by drawing on (building) a knowledge base relevant to the issue, by identifying alternatives for dealing with the issue, by analyzing values inherent in each alternative, by predicting the consequences of implementing each alternative, and by selecting one alternative and justifying the choice;
2. To analyze the concept of good citizenship in a democratic society, and objectively gather data essential to its understanding;
3. To explain, in a manner commensurate with his maturity, how the concepts of authority, the common good, compromise, cooperation, duty, enlightened self-interest, equality, freedom, justice, loyalty, objectivity, participation, responsibility and rights are related to a concept of good citizenship;
4. To make a tentative judgment concerning what constitutes good citizenship in a democratic society, and be able to justify his judgment.

In pursuit of these objectives, teachers should foster in students:

1. A willingness to participate in group discussions. (This objective will be aided if students understand clearly that many, many decisions in a democratic society result from group-discussion situations and that, if they fail to participate, a large measure of control over their own lives will pass into the hands of those who do participate);

2. A willingness to subject data and/or opinion to criticism and evaluation by others;
3. A readiness to subject oneself to possible criticism, and to risk failure;
4. A willingness to express opinions, feelings and criticisms regardless of the presence of authority;
5. An inclination to seek and consider new evidence;
6. A willingness to call upon the talents of others when help is needed;
7. A willingness to seek clarification of others' points of view;
8. An inclination to prefer statements supported by evidence over unsupported opinion;
9. A willingness to pursue a problem to its solution, or at least to a practical point of termination;
10. An inclination to insist upon adequate evidence on which to base conclusions;
11. A willingness to recognize the tentative nature of many conclusions about social phenomena.

SUGGESTED APPROACH

All students will focus on the topic:

What are the characteristics of a good citizen in a democratic society?

Introduce the topic by distributing copies of W. H. Auden's "The Unknown Citizen" (**Sound and Sense**, a grade eleven English Text, page 106) to the class for reading and discussion.

Next, divide the class into groups of four or five students, ensuring that each group includes some stronger students. Provide each student with a copy of the questions which are listed below, as well as with as much of the support information following the questions as the teacher feels would be of benefit to his particular class.

Invite all students to spend some time individually considering the question of citizenship, and some of the more important concepts related to it. They may do this by reading the resource information which is given to them, by looking into dictionaries and encyclopedia, and by discussing these matters with friends, parents, teachers and other interested adults. Each student should try to arrive at tentative personal answers to the questions he has been given before group discussion begins.

Bring students together in their small groups. Each group should discuss all of the questions and try to arrive at tentative answers to them. When this process is complete, each group should be ready to present to the remainder of the class its conception of good citizenship in a democratic society.

Having observed group discussion, the teacher should be in a good position to determine which group has arrived at the most thorough and thoughtful position. Allowing time for preparation, have one member of that group present the group's findings to the remainder of the class.

Following this presentation, allow members of the other groups (as well as dissenters in the chosen group) to ask questions in pursuit of clarification, to add points which have been neglected, or to challenge statements that have been made and to offer thoughtful alternatives.

Members of the group which was chosen to make the presentation have the obligation to defend their position with rational argument, or tentatively to concede defeat where defence seems no longer possible.

Finally, when discussion on all questions is terminated, the teacher should work with the class to determine where consensus lay in order, tentatively, to identify "civic virtues", and to develop a profile of the good citizen in a democratic society. The teacher will perhaps find some assistance by referring to the "Goals" of this civic education program.

This project will bear fruit only if a serious attempt is then made to put the findings to work in the grade ten community-action club.

QUESTIONS TO FOCUS STUDY

Note: The following questions are not presented here under any pretence that they are definitive in helping students to arrive at an understanding of what constitutes good citizenship. The teacher who finds them defective is invited to revise them in some suitable manner.

1. What are the most important political, civil and natural **rights** of the citizen in a democratic society? What should the citizen be willing to do in order to safeguard (or acquire, if necessary) these rights? Should he be willing to sacrifice his comfort? His popularity? His property? His life?
2. What are the most important legal, political and moral **duties** of the citizen in a democratic society? What should the citizen be willing to do in order to fulfill these duties? Should he be willing to sacrifice his comfort? His popularity? His property? His life?
3. What is the most important element in "the common good" which the citizen should be concerned about — the element to which other elements should be subordinated and even sacrificed if necessary? Is it material prosperity? Preservation of the natural environment? General enlightenment? The maintenance of a high standard of morals? A dignified life for all citizens? The political and military strength of the nation? A social atmosphere conducive to individual development and fulfilment? Harmonious relationships, both internally and externally? Other?
4. Is it possible to be a good citizen if one pursues private interests that are in potential conflict with the interests of the country's people as a whole? Can one, for example, be a good citizen while involved in the manufacture and sale of alcohol? Of pornography? Of arms? Can one be a good citizen and sell one's land or business to foreigners? Spend abroad while the country is experiencing a serious balance of payments deficit?
5. Should the citizen be more loyal to his "people", his church, his political party, etc., or to the nation as a whole? How should he respond when conflicts arise?
6. Is it possible consistently to be a good citizen of any particular country if one's highest loyalty is to principle rather than to the nation? What should the citizen do if he finds a law to be unjust, or if he perceives authority to be over-stepping its legitimate bounds? What should he do if he believes that his country is acting wrongfully towards people of other nations?
7. What concern should the citizen have for the rights and general welfare of people beyond his national boundaries? Should he consider himself first and foremost a citizen of his own country, or a citizen of the world?
8. In summary, what are the characteristics of the good citizen in democratic society? What should he value? What should he try to achieve for himself? For others? How should he set about trying to achieve what he values?

To aid discussion teachers might wish to illustrate these issues by recounting events from the lives of various people, both famous and relatively unsung. These examples could range from policemen and soldiers who have sacrificed their lives in the line of duty, to citizens who have "betrayed" their countries to serve what they perceived as a higher value.

Some Canadians whose lives lend themselves readily to a discussion of the rights and duties of citizens, and the characteristics of good citizenship, include: William Lyon Mackenzie, Louis Riel, Henri Bourassa, Nellie McClung, J. S. Woodsworth, Norman Bethune, Frederick Banting and Charles Best, and Rene Levesque.

People from other lands include: Socrates, Thomas More, Tom Paine, Nicholas Chauvin, Robert E. Lee, Henry David Thoreau, Albert Einstein, Adolph Eichmann, Vidkun Quisling, Kim Philby, Martin Luther King, Mohammed Ali, Jane Fonda, Bob Haldeman and Alexander Solzenhytsen.

SUPPORT INFORMATION

It is not expected that students should agree with all or any of the ideas expressed in the following passages. This information has been included merely to stimulate thinking. Teachers may distribute as much or as little of it as they think beneficial.

AUTHORITY

Most would agree that social undertakings cannot be carried out successfully without organization and leadership and that leadership cannot be exercised effectively in the absence of power. Consequently, democratic societies commonly choose leaders upon whom they confer the right to exercise power. It is said that these leaders are given "authority".

Authority may be exercised directly by those upon whom it is conferred, or they may choose to delegate it to others. In either case, authority is usually spelled out in regulation and law.

Recognizing the need for successful cooperative effort, the citizen in a democratic society will ordinarily be obedient to legitimately constituted authority, most particularly to the law. However, he will probably want to ensure that authority is not conferred where it is not really needed, and that its exercise is always just. He will be vigilant to ensure that individual authorities do not act beyond their legitimate powers.

Many people, for any combination of complex reasons, are awed by authority. They remain unquestioningly obedient to authority without evaluating its legitimacy. This attitude can be detrimental to the effective functioning of a democratic society.

Moral principle influences the lives of most people. That citizen has a very difficult problem to resolve who finds that the authority of his moral principles comes into conflict with the authority of his state.

> *We have corrected Thy (Jesus) work and have founded it upon miracle, mystery and authority. And men rejoiced that they were again led like sheep, and that the terrible gift (freedom) that brought them such suffering, was, at last, lifted from their hearts.*
>
> Fyodor Dostoevski — THE BROTHERS KARAMAZOV

> *Power tends to corrupt and absolute power corrupts absolutely.*
>
> Lord Acton

> *Truth is the secret of eloquence and of virtue, the basis of moral authority; it is the highest summit of art and of life.*
>
> Henri-Frederic Amiel

> *Whoever in discussion adduces authority uses not intellect but memory.*
>
> Leonardo da Vinci

THE COMMON GOOD

Throughout history human beings have chosen to live and work together. This sharing of lives has given rise to a notion of "the common good" — desirable social goals which may be sought apart from, or in conjunction with, the particular goals of individuals.

The citizen in a democratic society may have a difficult time trying to determine what constitutes the common good. Countless philosophers, politicians and other social commentators have discussed this problem time and again, and agreement on the matter is far from unanimous.

What is perhaps most important for the citizen is that he take pains to evaluate and clarify his own conception of the common good, and decide upon suitable means to effect it. He should consider as well perhaps whether his pursuit of the common good should end at the borders of his own country, or extend to the rest of humanity.

> *. . . economic goals remain important for the vacuum they fill. A society must have a purpose. A highly tangible purpose is to produce goods for private consumption. The annual increase in this production can be measured. The result can be taken as an index of national vigor and success. This measure we now employ.*
>
> *We are to be sure allowed occasional doubts about this index of national achievement. and there are anomalies that are a trifle embarrassing . . . Though economic growth consists increasingly in items of luxury consumption, we have successfully converted the enjoyment of luxury into an index of national virtue. Or almost so.*
>
> *. . . we remain subject to economic preoccupations. Economic goals are paramount. The guidance of economists on how to achieve them is accepted as a matter of course. There are, I believe, serious dangers in this delegation.*
>
> John Kenneth Galbraith — ECONOMICS, PEACE AND LAUGHTER

> *The interest of the dealers . . . in any particular branch of trade or manufactures, is always in some respects different from, and even opposite to, that of the public . . . The proposal of any new law or regulation which comes from this order ought always to be listened to with great precaution, and ought never to be adopted till after having been long and carefully examined, not only with the most scrupulous, but with the most suspicious attention.*
>
> Adam Smith — WEALTH OF NATIONS

> *. . . a wise and frugal government, which shall restrain men from injuring one another, which shall leave them otherwise free to regulate their own pursuits of industry and improvement, and shall not take from the mouth of labor the bread it has earned. This is the sum of good government, and this is necessary to close the circle of our felicities.*
>
> Thomas Jefferson

> *The state then is the most flagrant negation, the most cynical and complete negation of humanity. It rends apart the universal solidarity of all men upon earth, and it unites some of them only in order to destroy, conquer and enslave all the rest. It takes under its protection only its own citizens, and it recognizes human right, humanity, and civilization only within the confines of its own boundaries . . . This flagrant negation of humanity . . . is called patriotism and it constitutes the transcendent morality of the State . . . to offend, oppress, rob, plunder, assassinate, or enslave one's fellowman is, to the ordinary morality of man, to commit a serious crime. In public life, on the*

contrary, from the point of view of patriotism, when it is done for the greater glory of the State in order to conserve or enlarge its power, all that becomes a duty and a virtue.

Mikhail Bakunin — ESSAYS

Government is, or ought to be instituted for the common benefit, protection, and security of the people, nation or community; of all the various modes and forms of government, that is best which is capable of producing the greatest degree of happiness and safety, and is most effectually secured against the danger of maladministration.

George Mason

Thus, the whole system of education must be so organized as to use the boy's free time for the useful training of his body. He has no right to hang about in idleness during these years, to make the streets and movie-houses unsafe . . . We must also do away with the conception that the treatment of the body is the affair of every individual. There is no freedom to sin at the cost of posterity and hence of the race.

Adolph Hitler — MEIN KAMPF

. . . foreign policy is only a means to an end, and that the end is solely the promotion of our own nationality. No consideration of foreign policy can proceed from any other criterion than this: Does it benefit our nationality now or in the future, or will it be injurious to it?

Adolph Hitler — MEIN KAMPF

COMPROMISE

In a democratic society, where people are free to advance conflicting interests, negotiation is often used as a method of arriving at workable solutions. (Negotiation is not commonly engaged in where one party has overwhelming power. That party can achieve its ends without negotiating.) However, negotiation cannot be conducted successfully if the parties involved in it are unwilling to compromise. Hence, the citizen in a democratic society will often find it necessary to compromise certain values in order to achieve others which he considers to be of greater worth.

"Standing on principle" is generally very commendable. But the citizens should be aware that if he stands precisely on principle on every occasion, he may very well find himself rendered powerless to achieve those things which mean a great deal to him. For example, like it or not, the politician in a democracy who unfailingly tells the people what they "ought" to hear, rather than what they want to hear, might never be elected. And he might then be impotent to do those things that "ought" to be done.

The citizen should be aware too of the common practice of those approaching negotiations of inflating demands in order to render the results of negotiation less painful. Those who engage in this practice are apparently willing to sacrifice principle to achievement. The thoughtful citizen may be reluctant to engage in this deceit, but he will probably want at least to consider the consequences of not doing it while he suspects (or knows) that his opponents are.

In spite of an occasional need to compromise, the thoughtful citizen will probably identify certain values which he feels he cannot compromise under any circumstances. It is this refusal to compromise certain esteemed principles which has won for many historical figures the admiration of succeeding generations.

> *All government — indeed, every human benefit and enjoyment, every virtue and every prudent act — is founded on compromise and barter.*
>
> Edmund Burke

> *. . . no democratic government can last long without conciliation and compromise.*
>
> Samuel Morison

> *Political parties are inclined to compromises; philosophies never . . . Since a philosophy of life is never willing to share with another, it cannot be willing either to collaborate in an existing regime which it condemns, but feels obligated to combat this regime and the whole hostile world of ideas with all possible means; that is, to prepare its downfall.*
>
> Adolph Hitler — MEIN KAMPF

COOPERATION

Human cooperation is founded in the real and natural need each individual has of others. This need begins at the moment of conception and continues in modified forms until the end of life itself.

The thoughtful citizen will recognize that he must secure the cooperation of others in order to fulfill his own life. And in keeping with the principle of reciprocity, he will cooperate with others in the fulfillment of theirs, and in the pursuit of common social goals.

> *Authentic common life arises not through reflection; rather it comes about from the need and egoism of individuals, that is, immediately from the activation of their very existence. It is not up to man whether this common life exists or not. However, so long as man does not recognize himself as man and does not organize the world humanly, this common life appears in the form of alienation . . .*
>
> Karl Marx — NOTES, 1844

> *The highest and best form of efficiency is the spontaneous cooperation of a free people.*
>
> Woodrow Wilson

DUTY

Every citizen will at one time or another be called to conflicting duties inasmuch as every individual has a wide range of duties, from satisfying family expectations to fulfilling moral obligations. Only if he has thoughtfully arranged these in a hierarchy will he be able to decide effectively where his most important duty lies when he is confronted by the dilemma of choice.

Where the citizen has failed to arrange, or even consider, such a hierarchy, he is vulnerable to manipulation. His "duty" will be determined for him by others. It is because of this failure, that the world has seen atrocities committed in the name of duty. A citizen's unthinking obedience to the call of duty as it is determined for him by others, is one of the greatest dangers to an effectively functioning democratic society.

Someone had blundered:
Theirs not to make reply,
Theirs not to reason why,
Theirs but to do and die . . .
Into the jaws of death,
Into the mouth of hell
Rode the six hundred.

Lord Tennyson

The voice of protest, of warning, of appeal is never more needed than when the clamor of fife and drum, echoed by the press and too often by the pulpit, is bidding all men fall in and keep step and obey in silence the tyrannous word of command. Then, more than ever, it is the duty of the good citizen not to be silent.

Charles Norton

No personal considerations should stand in the way of performing a public duty.

Ulysses S. Grant

A Declaration of Rights is, by reciprocity, a declaration of duties also. Whatever is MY right as a man is also the right of another; and it becomes my duty to guarantee as well as to possess.

Tom Paine — RIGHTS OF MAN

The mass of men serve the state thus, not as men mainly, but as machines, with their bodies . . . In most cases there is no free exercise whatever of the judgment or of the moral sense; but they put themselves on a level with wood and earth and stones . . . Yet such as these even are commonly esteemed good citizens. Others — as most legislators, politicians, lawyers, ministers, and office-holders — serve the state chiefly with their heads; and, as they rarely make any moral distinctions, they are as likely to serve the Devil, without intending it, as God. A very few, as heroes, patriots, martyrs, reformers in the great sense, and men, serve the state with their consciences also, and so necessarily resist it for the most part; and they are commonly treated as enemies by it . . . He who gives himself entirely to his fellow-men appears to them useless and selfish, but he who gives himself partially to them is pronounced a benefactor and a philanthropist.

Henry David Thoreau — CIVIL DISOBEDIENCE

I think we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right . . . Law never made men a whit more just; and, by means of their respect for it, even the well disposed are daily made the agents of injustice . . .

Henry David Thoreau — CIVIL DISOBEDIENCE

Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it.

Abraham Lincoln

My duty is to obey orders.

Stonewall Jackson

ENLIGHTENED SELF-INTEREST

Democratic society encourages the citizen to seek his own good. The thoughtful citizen will reflect carefully on what constitutes his own good.

He will recognize the possibility that he might undermine his own true self-interest by impulsive, short-sighted, selfish action; that he might endanger his own long-term good should he ignore the fundamental rights of man, which are his own rights, or violate the physical and social environments in which he must find his fulfillment. He will perhaps see that the true common good is his own good and seek ways to reconcile his private interests with the common good.

> *Love your neighbor as yourself.*
>
> Jesus of Nazareth

> *Just as one has to know another person and his real needs in order to love him, one has to know one's own self in order to understand what the interests of this self are and how they can be served. It follows that man can deceive himself about his real self-interest if he is ignorant of his self and its real needs and that the science of man is the basis for determining what constitutes man's self-interest.*
>
> Erich Fromm — MAN FOR HIMSELF

> *The failure of modern culture lies not in its principle of individualism, not in the idea that moral virtue is the same as the pursuit of self-interest, but in the deterioration of the meaning of self-interest; not in the fact that people are too much concerned with their self-interest, but that they are not concerned enough with the interest of their real self; not in the fact that they are too selfish, but that they do not love themselves.*
>
> Erich Fromm — MAN FOR HIMSELF

> *What I do not wish others to do unto me I also wish not to do unto others.*
>
> Confucius — THE SAYINGS OF CONFUCIUS

> *If enlightened self-interest is the principle of all morality it is necessary for the private interest of each man to coincide with the general interest of humanity.*
>
> Karl Marx — NOTES

> *. . . it was a disservice to the future to separate morality from man's daily desires and elevate it to a plane of altruism and self-sacrifice. The fact is that it is not man's "better nature" but his self-interest that demands that he be his brother's keeper . . . I believe that man is about to learn that the most practical life is the moral life and that the moral life is the only road to survival.*
>
> Saul Alinsky — RULES FOR RADICAL

> *We have always known that heedless self-interest was bad morals; we know now that it is bad economics.*
>
> F. D. Roosevelt

> *. . . true self-love and social are the same.*
>
> Alexander Pope

> *. . . self-interest is the original motive to the establishment of justice . . . though in our own actions we may frequently lose sight of that interest which we have in maintaining order, and may follow a lesser and more present interest, we never fail to observe the prejudice we receive, either mediately or immediately, from the injustice of others.*
>
> David Hume — A TREATISE OF HUMAN NATURE

EQUALITY

It is not a principle of democracy that all people are actually equal, or that all people should always be treated in precisely the same manner by their government. It is a principle, though, that all citizens in a democratic society should have equality of opportunity.

The thoughtful citizen will recognize that, because of actual inequalities, a democratic government will find it necessary to treat people with different needs in different ways in order to equalize opportunity. He will not begrudge special treatment for the disadvantaged. He will, however, insist upon equality of opportunity for himself.

> *I agree with you that there is a natural aristocracy among men. The grounds of this are virtue and talents.*
>
> Thomas Jefferson

> *The sole equality on earth is death.*
>
> Philip Bailey

> *. . . when I consider any social system that prevails in the modern world I can't, so help me God, see it as anything but a conspiracy of the rich to advance their own interests under the pretext of organizing society. They think up all sorts of tricks and dodges, first for keeping safe their ill-gotten gains, and then for exploiting the poor by buying their labor as cheaply as possible. Once the rich have decided that these tricks and dodges shall be officially recognized by society — which includes the poor as well as the rich — they acquire the force of law.*
>
> Thomas More — UTOPIA

> *The French Revolution . . . gradually ushered in an age of political equality, but the times have changed, and that by itself is not enough today. The boundaries of democracy have to be widened now so as to include economic equality also.*
>
> Jawaharlal Nehru

> *Democracy . . . is the only form of government that is founded on the dignity of man, not the dignity of some men, of rich men, of educated men or of white men, but of all men . . . Equality and justice, the two great distinguishing characteristics of democracy, follow inevitably from the conception of men, all men, as rational and spiritual beings.*
>
> Robert Hutchins

> *Democracy arises out of the notion that those who are equal in any respect are equal in all respects; because men are equally free, they claim to be absolutely equal.*
>
> Aristotle

> *The law, in its majestic equality, forbids the rich as well as the poor to sleep under bridges, to beg in the streets, and to steal bread.*
>
> Anatole France

> *What I mean by Socialism is a condition of society in which there should be neither rich nor poor, neither master nor master's man, neither idle nor overworked . . . in a word, in which all men would be living in equality of condition, and would manage their affairs unwastefully, and with the full consciousness that harm to one would mean harm to all — the realization at last of the meaning of the word commonwealth.*
>
> William Morris

> *His lordship may compel us to be equal upstairs, but there will never be equality in the servants' hall.*
>
> James Barrie

> *I know of no country, indeed, where the love of money has taken stronger hold on the affections of men and where a profounder contempt is expressed for the theory of the permanent equality of property.*
>
> Alexis de Tocqueville — DEMOCRACY IN AMERICA

FREEDOM

Genuine individual freedom depends as much upon freedom from internal constraints (ignorance, fear, bias, superstition, obsession) as it does upon freedom from social bondage. It might be said that man is only truly free when he has the power to do those things he ought to do for his own fulfillment.

The thoughtful citizen will recognize the immense harm that can result when maximum social freedom is exercised by those who are psychologically bonded. He will therefore be as much concerned with attaining internal freedom for himself and others as he will with establishing and maintaining a free society.

Where freedom is honestly valued one might expect that the thoughtful citizen will use his freedom responsibly — that is, by making choices that continue to enhance his freedom. However, genuine freedom is always accompanied by a burden of responsibility. Accordingly, many people do not really want, and therefore do not seek and exercise, genuine freedom. This stands in the way of the fullest development of a democratic society.

> *Absolute freedom mocks at justice. Absolute justice denies freedom. To be fruitful, the two ideas must find their limits in each other. No man considers that his condition is free if it is not at the same time just, nor just unless it is free.*
>
> Albert Camus — THE REBEL

> *Is there not also, perhaps, besides an innate desire for freedom, an instinctive wish for submission? If there is not, how can we account for the attraction which submission to a leader has for so many today? Is submission always to an overt authority, or is there also submission to internalized authorities, such as duties or conscience, to inner compulsions or to anonymous authorities like public opinion? Is there a hidden satisfaction in submitting and what is its essence?*
>
> Erich Fromm — ESCAPE FROM FREEDOM

> *If a nation values anything more than freedom, it will lose its freedom; and the irony of it is that if it is comfort or money that it values more, it will lose that too.*
>
> Somerset Maugham

> *We are inclined to confuse freedom and democracy, which we regard as moral principles, with the way in which these are practiced in America — with capitalism, federalism and the two-party system, which are not moral principles, but simply the accepted practices of the American people.*
>
> J. William Fulbright

The problem is to free men, not from control, but from certain kinds of control . . . Were it not for the unwarranted generalization that all control is wrong, we should deal with the social environment as simply as we deal with the nonsocial.

B. F. Skinner — BEYOND FREEDOM AND DIGNITY

Through political revolutions of the 19th century . . . *man was not liberated from religion; he received religious liberty. He was not liberated from property; he received the liberty to own and acquire property. He was not liberated from the egoism of business; he received the liberty to engage in business . . . Human emancipation will only be complete when the real, individual man . . . has become a social being . . .*

Karl Marx — NOTES

In theory, therefore, individuals appear to have greater freedom under the rule of the bourgeoisie than before; in reality of course they are less free, because they are more subject to the power of things . . .

Karl Marx — NOTES

The realm of freedom only begins, in fact, where that labor which is determined by need and external purposes ceases . . . Just as the savage must wrestle with Nature in order to satisfy his wants, to maintain and reproduce his life, so also must civilized man, and he must do it in all forms of society and under any possible mode of production . . . Freedom in this field cannot consist of anything else but the fact that socialized mankind, the associated producers, regulate their interchange with nature rationally, bring it under their common control, instead of being ruled by it as by some blind power, and accomplish their task with the least expenditure of energy and under such conditions as are proper and worthy for human beings. Nevertheless, this always remains a realm of necessity. Beyond it begins that development of human potentiality for its own sake, the true realm of freedom, which however can only flourish upon that realm of necessity as its base.

Karl Marx — CAPITAL III

Freedom consists in transforming the state from an organ dominating society into one completely subordinate to it, and even at the present time the forms of State are more or less free to the extent that they restrict the 'freedom of the State'.

Karl Marx — CRITIQUE OF THE GOTHA PROGRAMME

Freedom then is not . . . 'a liberty for everyone to do what he lists, to live as he pleases, and not to be tied by any laws'; but freedom of men under government is to have a standing rule to live by, common to everyone of that society and made by the legislative power erected in it, a liberty to follow my own will in all things where the rule prescribes not, and not to be subject to the inconstant, uncertain, unknown, arbitrary will of another man . . .

John Locke — THE SECOND TREATISE ON GOVERNMENT

Necessity is the plea for every infringement of human freedom. It is the argument of tyrants; it is the creed of slaves.

William Pitt the Elder

But though we do not now inflict so much evil on those who think differently from us, as it was formerly our custom to do, it may be that we do ourselves as much evil as ever by our treatment of them. Our merely social intolerance kills no one, roots out no opinions, but induces men to disguise them, or to abstain from any active effort for *their diffusion . . . The greatest harm is done to those who are not heretics, and whose whole mental development is cramped, and their reason cowed, by the fear of heresy. Who can compute what the world loses in the multitude of promising intellects combined with timid characters, who dare not follow out any bold, vigorous, independent train of thought, lest it should land them in something which would admit of being irreligious or immoral? . . . No one can be a great thinker who does not recognize that, as a thinker, it is his first duty to follow his intellect to whatever counclusions it may lead.*

John Stuart Mill — ON LIBERTY

We have now recognized the necessity to the mental well-being of mankind . . . of freedom of opinion, and freedom of the expression of opinion, on four distinct grounds . . . First, if any opinion is compelled to silence, that opinion may, for aught we can certainly know, be true . . . Secondly, though the silenced opinion be an error, it may, and very commonly does, contain a portion of truth . . . Thirdly, even if the received opinion, the common opinion prevailing in society, be not only true but the whole truth, unless it is suffered to be and actually is, vigorously and earnestly contested it will, by most of those who receive it, be held in the manner of a prejudice, with little comprehension or feeling of its rational grounds . . . fourthly, the meaning of the doctrine itself will be in danger of being lost or enfeebled, and deprived of its vital effect on the character and conduct . . .

John Stuart Mill — ON LIBERTY

. . . the greatest enemy of individual freedom is the individual himself.

Saul Alinsky — RULES FOR RADICALS

If we do not lift the youth out of the morass of their present-day environment, they will drown in it. Anyone who refuses to see these things supports them, and thereby makes himself an accomplice in the slow prostitution of our future which, whether we like it or not, lies in the coming generation. This cleansing of our culture must be extended to nearly all fields. Theater, art, literature, cinema, press, posters, and window displays must be cleansed of all manifestations of our rotting world and placed in the service of a moral, political and cultural idea. Public life must be freed from the stifling perfume of our modern eroticism . . . the goal and the road must be determined by concern for the preservation of the health of our people in body and soul. The right of personal freedom recedes before the duty to preserve the race.

Adolph Hitler — MEIN KAMPF

Freedom does not consist in the dream of independence of natural laws, but in the knowledge of these laws, and in the possibility this gives of systematically making them work towards definite ends . . . Freedom of the will therefore means nothing but the capacity to make decisions with real knowledge of the subject. Therefore the FREER a man's judgment is in relation to a definite question, with so much the greater NECESSITY is the content of this judgment determined; while the uncertainty, founded on ignorance, which seems to make an arbitrary choice among many different and conflicting possible decisions, shows by this precisely that it is not free, that it is controlled by the very object it should itself control. Freedom therefore consists in the control over ourselves and over external nature . . .

Friedrich Engels — DUHRING'S REVOLUTION IN SCIENCE

JUSTICE

The principle of justice seems to arise from each man's desire not to be ill-used by others, particularly without cause.

The thoughtful citizen will recognize that he has no right to expect justice unless he himself acts justly towards others.

Successful social action is impossible in the absence of justice. Therefore, the citizen will not only act justly himself, but he will try to ensure that others in his society are persuaded to do so as well.

> *It was therefore a concern for our own, and the public interest, which made us establish the laws of justice . . .*
>
> David Hume — A TREATISE OF HUMAN NATURE

> *. . . the equality of rights and the notion of justice which it produces derive from the predilection which each man has for himself and hence from human nature as such.*
>
> Jean-Jacques Rousseau — THE SOCIAL CONTRACT

> *Let justice be done, though the world perish.*
>
> Ferdinand I

> *Man's capacity for justice makes democracy possible, but man's inclination to injustice makes democracy necessary.*
>
> Reinhold Niebuhr

> *Injustice anywhere is a threat to justice everywhere.*
>
> Martin Luther King

> *Why has government been instituted at all? Because the passions of men will not conform to the dictates of reason and justice, without constraint.*
>
> Alexander Hamilton

LOYALTY

Loyalty always implies commitment. But the question must arise: "Commitment to what?" As with the performance of duty, the thoughtful citizen will sort out where his principal loyalties ought to lie. Where loyalty to the country is concerned, he will wish to distinguish between nation, state and a particular government. And he will probably consider whether loyalty to principle is ultimately more important than loyalty to his country.

> *Our country is the world — our countrymen are all mankind.*
>
> William Lloyd Garrison

> *I am not an Athenian or a Greek, but a citizen of the world.*
>
> Socrates

> *Action from principle, the perception and the performance of right, changes things and relations; it is essentially revolutionary, and does not consist wholly with anything which was. It not only divides states and churches, it divides families; ay, it divides the INDIVIDUAL, separating the diabolical in him from the divine.*
>
> Henry David Thoreau — CIVIL DISOBEDIENCE

Our country! In her intercourse with foreign nations may she always be in the right; but our country, right or wrong.

Stephen Decatur

Our country, right or wrong. When right, to be kept right; when wrong, to be put right.

Carl Schurz

It is easier for a man to be loyal to his club than to his planet; the bylaws are shorter, and he is personally acquainted with the other members.

E. B. White

It is not book learning young men need, nor instruction about this and that, but a stiffening of the vertebrae which will cause them to be loyal to a trust, to act promptly, concentrate their energies, do a thing . . .

Elbert Hubbard

Loyalty to petrified opinion never yet broke a chain or freed a human soul.

Mark Twain

I only regret that I have but one life to lose for my country.

Nathan Hale

He serves his party best who serves the country best.

Rutherford Hayes

OBJECTIVITY

Citizens in a democratic society are called upon to make decisions that will shape the life of the nation, and so have repercussions for generations to come.

The thoughtful citizen will recognize that his own life, in many of its fundamentals, has been shaped by decisions made by his antecedents, who may or may not have attended thoughtfully to all the evidence at hand. Wishing to ensure that his own decisions are the wisest possible, given necessary limitations, he will wish to examine thoroughly and objectively all sides of fundamental issues before committing himself to action. The citizen who is not alert to the existence of indoctrination and propaganda in his own society will be seriously hampered in this effort even if he should have the best of intentions.

> *He who knows only his own side of the case, knows little of that. His reasons may be good, and no one may have been able to refute them. But if he is equally unable to refute the reasons of the opposite side; if he does not so much as know what they are, he has no ground for preferring either opinion. The rational position for him would be suspension of judgment and, unless he contents himself with that, he is either led by authority or adopts, like the generality of the world, the side to which he feels most inclination. Nor is it enough that he should hear the arguments of adversaries from his own teachers, presented as they state them, and accompanied by what they offer as refutations . . . He must be able to hear them from persons who actually believe them; who defend them in earnest, and do their very utmost for them. He must know them in their most plausible and persuasive form; he must feel the whole force of the difficulty which the true view of the subject has to encounter and dispose of; else he will never really possess himself of the portion of truth which meets and removes that difficulty.*

Ninety-nine in a hundred of what are called educated men are in this condition; even of those who can argue fluently for their opinions. Their conclusion may be true, but it might be false for anything they know: they have never thrown themselves into the mental position of those who think differently from them, and considered what such persons may have to say; and consequently they do not, in any proper sense of the word, know the doctrine which they themselves profess.

John Stuart Mill — ON LIBERTY

I was convinced that our beliefs are based much more on custom and example than on any certain knowledge, and, nevertheless that the assent of many voices is not a valid proof for truths which are rather difficult to discover, because they are much more likely to be found by one single man than by a whole people. Thus I could not choose anyone who opinions it seemed to me I ought to prefer to those of others, and I found myself contrained, as it were, to undertake my own guidance.

But, like a man who walks alone, and in the dark, I resolved to go slowly . . . I did not wish to begin to reject completely any of the opinions which might have slipped earlier into my mind without having been introduced by reason, until I had first given myself enough time to make a plan of the work I was undertaking, and to seek the true method of arriving at knowledge of everything my mind was capable of grasping . . .

I resolved first *never to accept anything as true that I did not know to be evidently so: that is so say, carefully to avoid precipitancy and prejudice . . . second, to divide each of the difficulties that I was examining into as many parts as might be possible and necessary in order best to solve it.*

. . . third, to conduct my thoughts in an orderly way, beginning with the simplest objects and the easiest to know . . .

. . . and last, everywhere to make such complete enumerations and such general review that I would be sure to have omitted nothing . . .

Not that, in doing so, I imitated the sceptics who doubt only for doubting's sake, and affect to be always undecided; for, on the contrary, my whole plan had for its aim assurance and the rejection of shifting ground and sand in order to find rock or clay . . . so in destroying all those of my opinions that I judged to be ill-founded, I made various observations and acquired several experiences which have served me since to establish more certain ones.

Rene Descartes — DISCOURSE ON METHOD

Beware the man of one book.

St. Thomas Aquinas

Do you not know, my son, with what little understanding the world is ruled?

Pope Julius III

That only the tiniest fraction of them (elected representatives) rise in fulfillment of a general desire, let alone a need, will at once be apparent to anyone who realizes that the political understanding of the broad masses is far from being highly enough developed to arrive at definite general political views of their own accord and seek out the suitable personalities.

The thing we designate by the word 'public opinion' rests only in the smallest part on experience or knowledge which the individual has acquired by himself . . .

. . . the political opinion of the masses represents nothing but the final result of an incredibly tenacious and thorough manipulation of their mind and soul.

> *By far the greatest share in their political 'education', which in this case in most aptly designated by the word 'propaganda', falls to the account of the press. It is foremost in performing this 'work of enlightenment' and thus represents a sort of school for grown-ups . . . At first I could not help but be amazed at how short a time it took this great evil power within the state to create a certain opinion even where it meant totally falsifying profound desires and views which surely existed among the public.*
>
> Adolph Hitler — MEIN KAMPF

PARTICIPATION

Social decisions in a democratic society are molded in a public exchange of ideas, and eventually made by those representatives who are chosen by the people to make them.

The thoughtful citizen will participate in this process — not indiscriminately, but in meaningful ways — because he recognizes that if he does not participate, he leaves the shaping of his shared social life to those who do.

Apathy can be a problem in a democracy, but so can the fact that participation is too often divorced from preparation.

> *Cast your whole vote, not a strip of paper merely, but your whole influence.*
>
> Henry David Thoreau — CIVIL DISOBEDIENCE

> *The death of democracy is not likely to be an assassination from ambush. It will be a slow extinction from apathy, indifference, and undernourishment.*
>
> Robert Hutchins

> *We are not here concerned with people who profess the democratic faith but yearn for the dark security of dependency where they can be spared the burden of decisions. Relectant to grow up, or incapable of doing so, they want to remain children and be cared for by others. Those who can should be encouraged to grow; for the others, the fault lies not in the system but in themselves.*
>
> *. . . Citizen participation is the animating spirit and force in a society predicated on voluntarism.*
>
> Saul Alinsky — RULES FOR RADICALS

RESPONSIBILITY

An atmosphere of trust is conducive to human progress. It is fostered where individuals fulfill freely undertaken responsibilities.

A democratic society relies heavily upon the acceptance and fulfillment of responsibility by its citizens. Those citizens who refuse to accept a fair measure of responsibility, or who fail to fulfill freely undertaken responsibilities, undermine their society's potential for creating an enhancing social environment.

The thoughtful citizen will understand that no one is entitled to a free ride. He will meticulously fulfill his own responsibilities, he will not remain silent where he finds others shirking theirs.

In dreams begins responsibilities.

William Butler Yeats

I believe that every right implies a responsibility; every opportunity, an obligation; every possession, a duty.

John Davison Rockefeller, Jr.

Life has no meaning except in terms of responsibility.

Reinhold Niebuhr

Man can will nothing unless he has first understood that he must count on no one but himself; that he is alone, abandoned on earth in the midst of his infinite responsibilities, without help, with no other aim that the one he sets himself, with no other destiny than the one he forges for himself on this earth.

Jean-Paul Sartre — BEING AND NOTHINGNESS

A councillor ought not to sleep the whole night through, a man to whom the populace is entrusted, and who has many responsibilities.

Homer

Life always gets harder towards the summit — the cold increases, responsibility increases.

Friedrich Nietzsche

RIGHTS

A right may be understood as a just claim to something, such as a just claim to free speech. The claim arises in a natural way as a result of man's situation rather than being conferred by any human authority (privilege arises from conferral). For this reason rights are sometimes said to be "inalienable"; that is, they are not given, and they cannot be taken away. It is clear, of course, that free speech itself can be taken away but the implication is that the just claim to it cannot.

If rights seem clear when the individual is considered in isolation, the picture becomes somewhat more obscure when the social situation is examined. It is generally agreed that individuals cannot be allowed to act in society without regard for society — that the right of an individual to perform any action ends where that action begins to interfere with the fundamental rights of others. Hence, freedom of speech is asserted as a right, for example, yet even democracies commonly have laws concerning slander, libel and sedition.

What are rights and what are merely privileges? What rights should have limitations imposed on them? How and when should they be modified? These are always contentious questions in a democracy. The thoughtful citizen must try to answer them to his own satisfaction.

In a democratic society the major dangers with respect to rights are these: on the one hand that citizens will be apathetic concerning them, tending to look upon them as gifts from the state to be modified at the state's will and, on the other hand, that citizens will divorce the assertion of rights from a consideration of corresponding responsibilities.

We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute new government . . .

American Declaration of Independence

First: Men are born, and always continue, free and equal in respect of their rights. Civil distinctions, therefore, can be founded only on public utility.
Second: The end of all political associations is the preservation of the natural and imprescriptible rights of men. These rights are Liberty, Property, Security, and the right to resist oppression.
Third: The Nation is essentially the source of all sovereignty; nor can any individual, or any body of men, be entitled to any authority that is not expressly derived from it.
Fourth: Political Liberty consists in the power of doing whatever does not injure another. The exercise of the natural rights of every man has no other limits than those which are necessary to secure to every other man the free exercise of the same rights. And those limits are determinable only by the law.

Tom Paine's translation of the French Declaration of the Rights of Man

The republican is the only form of government which is not eternally at open or secret war with the rights of mankind.

Thomas Jefferson

Where all your rights become only an accumulated wrong; where men must beg with bated breath for leave to subsist in their own land, to think their own thoughts, to sing their own songs, to garner the fruits of their own labors . . . then surely it is braver, a saner and truer thing, to be a rebel in act and deed against such circumstances as these than tamely to accept it as the natural lot of men.

Roger Casement

For in it [the U.N. Declaration of Human Rights] . . . is proclaimed as a fundamental right, the right of free movement in search of truth and in the attainment of moral good and of justice, and also the right to a dignified life.

Pope John XXIII

We, the peoples of the United Nations . . . reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal right of men and women and of nations large and small . . ..

Charter of the United Nations

Never exceed your rights, and they will soon become unlimited.

Jean-Jacques Rousseau

We owe it to our ancestors to preserve entire those rights, which they have delivered to our care: we owe it to our posterity, not to suffer their dearest inheritance to be destroyed.

Junius

To secure the public good, and private rights, against the danger of . . . faction, and at the same time to preserve the spirit and form of popular government, is then the great object to which our inquiries are directed.

James Madison

Our defense is in the spirit which prized liberty as the heritage of all men, in all lands everywhere. Destroy this spirit and you have planted the seeds of despotism at your own doors . . . Accustomed to trample on the rights of others, you have lost the genius of your own independence and become the fit subjects of the first cunning tyrant who rises among you.

Abraham Lincoln

Note: References which give only the name of a person are taken from **Bartlett's Familiar Quotations;** Little, Brown and Company, Toronto.

RESOURCES

Print
Dictionaries
Encyclopedia
Books of Quotations
Political Science: An Outline; de Huszar and Stevenson;
(Alberta School Book Branch).
Law in a Free Society Curriculum Guides on:
Authority
Freedom
Justice
Participation
Privacy
Responsibility
Films from A/V Resource Centre:
Authority and Rebellion
Conscience in Conflict
Greeks: In Search of Meaning
My Country Right or Wrong
Politics, Power and the Public Good
Power and Corruption
National Film Board
People and Power
C.B.C. Audiotapes
436L The Bill of Rights: Help or Hindrance
471 Civil Disobedience
528 Police and Civil Liberties
764 The Power to Persuade

Note to Teachers: Material from this point on is not to be considered a part of the new civic education component in Social Studies 10. It is included merely to suggest alternative focuses and methods to those presently employed in teaching the section "Canada: Internal Issues: Political".

SUPPLEMENTARY ONE

OBJECTIVES

The student should be able:

1. To resolve a value issue (tentatively)
    a. by understanding the issue
    b. by drawing on (building) a knowledge base
    c. by identifying alternatives
    d. by analyzing values inherent in each alternative
    e. by predicting the consequences of implementing each alternative
    f. by selecting one alternative and justifying the choice.
2. To explain clearly why particular facets of government in Canada are desirable or, alternatively, in need of replacement or amendment.

SUGGESTED APPROACH:

Assign one or more of the following issues to each student to research and resolve in the manner suggested above. (Not all of the issues need be treated). Make sure that each issue selected is studied by two or three students. When the assignment is completed, match - in formal debate - students who have reached opposing conclusions. Have the remainder of the class judge the debates both for content and presentation.

In each debate situation, the student who is advocating change should be designated as **Affirmative.** A resolution should then be framed which incorporates the change he is advocating.

Affirmative asserts the recommended change, and supports its case (1) by demonstrating the need for change, and (2) by demonstrating why the recommended change would be of greater net benefit to Canadians than the status quo. A failure to do either adequately means that Affirmative loses the debate.

Negative can advance its case (1) by demonstrating that there is **no** need for change, or in other words that the status quo is satisfactory, (2) by pointing to inadequacies in the Affirmative's proposal, or (3) by offering a counter-proposal, and proving that it is superior to that proposed by the Affirmative.

Note: It is recommended that the teacher take the class through the process of resolving a value issue by working with class members on one of the following issues before individual assignments are given.

Some issues which may be considered:

1. The Prime Minister of Canada, who is the chief executive officer of the government, is chosen to be leader by delegates to a single political party convention, and then elected to office by citizens in only one constituency. Not all citizens have the opportunity to pass judgment directly on the performance of their chief executive officer. In other words, he is not personally responsible to all the people. Is this situation desirable (acceptable)?
2. Governments in Canada (federal and provincial) frequently capture somewhat less than fifty percent of the popular vote, yet wind up with a majority of legislative seats, and are thereafter able to exercise relatively unhampered rule as though they spoke for a majority. For example, in British Columbia in 1972 the New Democratic Party won 38 out of 55 seats while garnering only approximately 39% of the popular vote. And in Nova Scotia in 1970 the Liberals won **fewer votes** than the Progressive Conservatives, but they picked up 23 seats to the Tories' 21. Is this situation acceptable (desirable)?
3. In Canada there are several political parties active on the national scene, largely financed by private contributions. In this situation allegations are sometimes made that parties represent and advance the interests of particular sectors of the population

(labor, business, etc.) rather than the populace as a whole; that parties become obligated to those who finance them; that parties are more interested in attaining power than in advancing the true well-being of the nation; and that party members are often more loyal to the party than to the principle. Is there any evidence to support these allegations? If there is, is the situation tolerable (desirable)?

4. A superficial analysis of the membership in the House of Commons indicates the presence of a high percentage of men. Allegations are sometimes made that our electoral system favors men; moreover, that it favors lawyers and businessmen, the wealthy, the gregarious, those who can generate a good media image, and those who are willing to tell the public what it **wants** to hear rather than perhaps what it **needs** to hear. Is there any evidence to support these allegations? If there is, is the situation tolerable (desirable)?
5. The number of voters in constituencies across Canada is not equal. This means that the votes of some hold more weight than the votes of others. Is this situation tolerable (desirable)?
6. The Governor-General, who is Canada's head of state, and guardian of the constitution, is appointed rather than elected. He does not have a direct mandate from the people. Is this situation tolerable (desirable)?
7. Senators are appointed rather than elected. They do not have a direct mandate from the people. Is this situation tolerable (desirable)?
8. Canada has a bicameral legislature, while all of the provinces, and even other countries, have unicameral legislatures. Moreover, it is sometimes alleged (in view of appointment age and property qualification) that the Canadian Senate was created to safeguard the conservative or "establishment" interests. Is an "upper house" necessary (desirable)? If so, is our present Senate acceptable (desirable)?
9. The civil rights of Canadians can be abridged by enactment of Parliament (for example, the War Measures Act). Is this situaton tolerable (desirable)?
10. Public opinion polls sometimes show that a majority of Canadians disagree with government policies in particular areas of public concern (for example the capital punishment issue). Despite this, governments most frequently refuse to settle such issues by plebiscite or referendum. Is this situation tolerable (desirable)?
11. It is sometimes alleged that enormous social power — stemming from economic wealth, sufficient to influence government — resides in corporations which are not directly answerable to the electorate. Is there any evidence to support this allegation? If so, is the situation tolerable (desirable)?
12. It is sometimes alleged that the media generally are effectively under the control of "the establishment", and that the impact of free speech is therefore dulled or thwarted. Is there any evidence to support this allegation? If so, is the situation tolerable (desirable)?
13. It is sometimes alleged that the adversary systems in politics, law, business, and business/labor relations lead to effects which are detrimental to the well being of the nation's people. Is there any evidence to support these allegations? If so, is the situation tolerable (desirable)?
14. It is sometimes alleged that the commercial media favor sensational news, occasionally to the detriment of public well being. Is there any evidence to support this allegation? If so, is the present situation tolerable (desirable)?

The teacher might choose to substitute (or add) other issues dealing with such matters as patronage, deficit financing, progressive taxation, a re-distribution of federal/provincial powers, a growing bureaucracy, welfarism, severance of the British link, and so on.

Once the debates are concluded, the teacher should lead a class discussion concerning ways in which the Canadian political system can be improved, either through re-vitalized support for existing political institutions and practices which seem worthy of support, or through the introduction of alterations or substitutions with respect to those which do not.

SUPPLEMENTARY TWO

OBJECTIVES

The student should be able:

1. To resolve (tentatively) a value issue in the manner outlined in Supplementary One;
2. To write an essay in approved format including the use of footnotes and bibliography.

SUGGESTED APPROACH

Have each student research and write an essay on one of the two topics noted below. The essay should take account of the substantiated arguments of opposing sides in the issue, analyze the values inherent in each alternative, predict the consequences of implementing each alternative, and then select one alternative and justify the choice.

The best essays arguing each side of each issue should be photocopied and distributed to the class for reading, to be followed by general discussion.

SAMPLE TOPICS FOR INVESTIGATION

A. In view of Canada's cultural diversity, and particularly in view of the large number Francophones in the Canadian population, what is the best path, politically, for ada Canada to follow?

B. Are Canada's native peoples legally, or if not legally, morally, entitled to claims such as those advanced by the Dene of the Mackenzie Valley, or by the Inuit Tapirisat of Canada in the Eastern Arctic? Keeping in mind the answer to this question, how then should such claims be handled by the Government of Canada?

Resources for Supplementary One and Two are those resources already prescribed for, and used in, Social Studies 10.